

Curriculum Map - Mathematics - 4 Math

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
Entire Year for Grade4						
<p>1 - Place Value and Multi Digit Addition and Subtraction</p> <p><i>(updated 8/25/19)</i></p>	<p>4.OA.A.3(A) Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.NBT.A.1(A) Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 / 70 = 10$ by applying concepts of place value and division.</p> <p>4.NBT.A.2(A) Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.A.3(A) Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.B.4(A) Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>4.MD.A.2(A) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>		<p>1. Can I read, write and identify the place value of numbers through 1,000,000?</p> <p>2. Can I identify and describe place value patterns?</p> <p>3. Can I compare and round multidigit numbers?</p> <p>4. Can I add and subtract multidigit numbers?</p> <p>5. Can I solve real world problems?</p>	<p>1. Identify the place value through thousands.</p> <p>2. Read, write, and model numbers to thousands showing Place Value Patterns.</p> <p>3. Round and compare multidigit whole numbers by value of the digits in each place.</p> <p>4. Identify the place value of numbers to one million.</p> <p>5. Compare and round multidigit whole numbers.</p> <p>6. Add four-digit numbers.</p> <p>7. Add greater multidigit numbers.</p> <p>8. Add using estimation and mental math.</p> <p>9. Subtract multidigit whole numbers.</p> <p>10. Relate subtraction to addition - subtraction undoes addition.</p> <p>11. Use methods for ungrouping to subtract any size numbers.</p> <p>12. Add and subtract multidigit numbers.</p> <p>13. Solve addition and subtraction work problems with greater numbers.</p> <p>14. Focus on Mathematical Practices by solving real world story problems.</p>	<p>Exit Tickets Formal Assessments (Formative & Summative) Daily Homework Teacher Observation</p>	<p>I integrate current religion lessons as applicable when adding and subtracting. Math helps us understand some of the amazing things that God has created."He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11</p>
<p>2 - Multiplication with Whole Numbers</p> <p><i>(updated 8/25/19)</i></p>	<p>4.OA.A.3(A) Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.NBT.A.1(A) Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 / 70 = 10$ by applying concepts of place value and division.</p> <p>4.NBT.A.2(A) Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>4.NBT.A.3(A) Use place value understanding to round</p>		<p>1. Can I solve multiplication problems using mental math?</p> <p>2. Can I multiply with a one digit whole number?</p> <p>3. Can I estimate products?</p> <p>4. Can I multiply with a two digit number?</p> <p>5. Can I solve real world multistep word problems?</p>	<p>1. Use area models for multiplication of ones and tens.</p> <p>2. Use place value understanding to multiply tens.</p> <p>3. Use patterns in multiplication with ones, tens, and hundreds.</p> <p>4. Represent one-digit multiplication using area models.</p> <p>5. Use estimation with tens to check products and solve real world problems.</p> <p>6. Relate the area model of multiplication to numerical methods of multiplication.</p> <p>7. Relate the Distributive Property to multiplication.</p> <p>8. Use area models and numerical methods of multiplication.</p>	<p>Exit Tickets Formal Assessments (Formative & Summative) Daily Homework Teacher Observation</p>	<p>I integrate current religion lessons as applicable when adding and subtracting. Math helps us understand some of the amazing things that God has created."He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11</p>

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	<p>multi-digit whole numbers to any place.</p> <p>4.NBT.B.5(A) Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.MD.A.2(A) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>			<p>9. Compare and analyze methods of multiplication.</p> <p>10. Model one-digit by three-digit multiplication.</p> <p>11. Solve multistep real world problems.</p> <p>12. Represent two-digit by two-digit multiplication using area models.</p> <p>13. Use different methods of two-digit by two-digit multiplication.</p> <p>14. Compare methods of multiplication and estimate products of two-digit numbers.</p> <p>15. Practice two-digit by two-digit multiplication.</p>		
<p>3 - Division with Whole Numbers</p> <p><i>(updated 8/25/19)</i></p>	<p>4.OA.A.3(A) Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.NBT.A.3(A) Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.B.6(A) Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>		<p>1. Can I divide with up to four-digit dividends and one-digit divisors?</p> <p>2. Can I use rounding and estimating to check quotients?</p> <p>3. Can I understand remainders and use division to interpret remainders in the context of a problem?</p> <p>4. Can I solve one-step and multistep problems?</p> <p>5. Can I solve real world problems?</p>	<p>1 - Divide with remainders, use multiplication patterns to divide with zeros.</p> <p>2 - Relate 3-digit multiplication to division by using multiplication patterns to divide.</p> <p>3 - Divide 2-digit and 4-digit quotients.</p> <p>4 - Use the Digit-by-Digit Method to divide.</p> <p>5 - Relate Three Methods to divide 4-digit dividends.</p> <p>6 - Solve division problems by dividing by any method.</p> <p>7 - Determine the correct-size multiplier for a division quotient.</p> <p>8 - Use rounding and estimation to check quotients.</p> <p>9 - Understand different ways to interpret remainders in division.</p> <p>10 - Solve word problems with mixed operations.</p> <p>11. Use the CCCS and Practices in a variety of real world problem solving situations</p>	<p>Exit Tickets Formal Assessments (Formative & Summative) Daily Homework Teacher Observation</p>	<p>I integrate current religion lessons as applicable when adding and subtracting. Math helps us understand some of the amazing things that God has created."He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11 Additional Lessons: Moses parting the Red Sea & Gideon's Army</p>
<p>4 - Equations and Word Problems</p> <p><i>(updated 8/25/19)</i></p>	<p>4.OA.A.1(A) Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.A.2(A) Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.A.3(A) Solve multistep word problems posed with whole numbers and having whole-number</p>		<p>1. Can I evaluate expressions and solve equations with parenthesis?</p> <p>2. Can I write an equation to solve a problem?</p> <p>3. Can I solve comparison problems; interpret a pictograph and a bar graph?</p> <p>4. Can I solve multistep word problems?</p> <p>5. Can I find factor</p>	<p>1 - Demonstrate a understanding of properties and algebraic notation.</p> <p>2 - Read, write, and solve situation and solution equations for Addition and Subtraction.</p> <p>3 - Write equations to solve situation and solution equations for Multiplication and Division.</p> <p>4 - Write and solve multiplication and division comparison problems.</p> <p>5 - Write, solve, and compare</p>	<p>Exit Tickets Formal Assessments (Formative & Summative) Daily Homework Teacher Observation</p>	<p>Patterns and graphs can be used utilizing Biblical symbols and/or names.</p>

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	<p>where numbers and having those numbers answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.OA.B.4(A) Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</p> <p>4.OA.C.5(A) Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p> <p>4.NBT.B.4(A) Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>4.NBT.B.5(A) Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.NBT.B.6(A) Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.MD.A.2(A) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>		<p>pairs and determine whether a number is prime or composite; recognize multiples? 6. Can I identify and extend numerical, repeating, and growing patterns? 7. Can I solve real world problems?</p>	<p>addition and multiplication comparison problems. 6 - Answer comparison questions about a pictograph and a bar graph. 7- Use equations to solve Two-Step Word Problems involving all four operations. 8 - Use equations to solve multistep word problems involving all four operations. 9 - Use addition, subtraction, multiplication, and division to solve word problems that involve more than one step. 10 - Practice with factors, multiples, and prime and composite numbers. 11 - Generate and analyze number and shape patterns. 12 - Use the CCCS and Practices in a variety of real world problem solving situations/</p>		
<p>5 - Measurement <i>(updated 8/25/19)</i></p>	<p>4.MD.A.1(A) Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches.</p>		<ol style="list-style-type: none"> 1. Can I convert metric units of measure? 2. Can I solve problems involving time? 3. Can I convert customary units of measure? 4. Can I solve perimeter and area 	<ol style="list-style-type: none"> 1 - Explore the system of metric units of length. 2 - Recognize and measure metric units of liquid volume and mass. 3 - Solve problems involving different units of time. 4 - Apply knowledge of customary measures of length. 	<p>Exit Tickets Formal Assessments (Formative & Summative) Daily Homework Teacher Observation</p>	<p>Units of measurement are used throughout the Bible - it can be used as a resource.</p>

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	<p>inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</p> <p>4.MD.A.2(A) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>4.MD.A.3(A) Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p>4.MD.B.4(A) Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>		<p>problems?</p> <p>5. Can I solve real world problems?</p>	<p>5 - Understand and use customary measures of weight and liquid volume.</p> <p>6 - Explore the general methods for finding perimeter and area of rectangles.</p> <p>7 - Solve real world measurement problems involving all four operations</p> <p>8 - Use the CCCS & Practices in a variety of real world problem solving situations.</p>		
<p>6 - Fraction Concepts and Operations <i>(updated 8/25/19)</i></p>	<p>4.NF.A.2(A) Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$.</p> <p>4.NF.B.3(A) Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.</p> <ul style="list-style-type: none"> •a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. •b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$. •c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. •d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. <p>4.NF.B.4(A) Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ul style="list-style-type: none"> •a. Understand a fraction $\frac{a}{b}$ as a 	<p>4.NF.A.2(A)</p>	<p>1. Can I express a fraction as a sum of other fractions (including as a sum of unit fractions) and as a product of a whole number and a unit fraction?</p> <p>2. Can I add and subtract fractions and mixed numbers with like denominators?</p> <p>3. Can I multiply unit and non-unit fractions by whole numbers?</p> <p>4. Can I solve real world problems, including problems involving line plots?</p>	<p>1 - Understand fractions as sums of unit fractions.</p> <p>2 - Find pairs of fractions that add to one.</p> <p>3 - Add and subtract fractions with like denominators.</p> <p>4 - Understand mixed numbers and fractions greater than 1.</p> <p>5 - Understand addition and subtraction of fractions greater than 1 and mixed numbers.</p> <p>6 - Solve problems involving addition and subtraction of fractions and mixed numbers.</p> <p>7 - Understand multiplication of fractions by whole numbers.</p> <p>8 - Solve problems that require multiplying a fraction by a whole number.</p> <p>9 - Practice operations with fractions.</p> <p>10 - Use the CCCS & Practices in a variety of real world problem solving situations.</p>	<p>Exit Tickets Formal Assessments (Formative & Summative) Daily Homework Teacher Observation</p>	<p>I integrate current religion lessons as applicable when adding and subtracting. Math helps us understand some of the amazing things that God has created."He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11</p>

	<p>multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p> <ul style="list-style-type: none"> •b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) •c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? <p>4.MD.A.2(A) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>4.MD.B.4(A) Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>					
<p>7 - Fractions and Decimals <i>(updated 8/25/19)</i></p>	<p>4.NF.A.1(A) Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p>4.NF.A.2(A) Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or</p> <p>4.NF.C.5(A) Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</p> <p>4.NF.C.6(A) Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length</p>		<ol style="list-style-type: none"> 1. Can I write fractions in equivalent forms? 2. Can I compare fractions? 3. Can I read and make a line plot? 4. Can I compare decimals? 5. Can I understand and relate fractions, decimals and word forms? 6. Can I solve real world problems? 	<ol style="list-style-type: none"> 1 - Compare non-unit fractions 2 - Use the number-line model for fractions. 3 - Understand that the size of a fraction depends on the size of the whole. 4 - Find equivalent fractions using multiplication. 5 - Find equivalent fractions using division. 6 - Compare fractions with unlike denominators. 7 - Make and use line plots with fractions. 8 - Model related fractions, decimals, and mixed numbers. 9 - Recognize equivalent tenths and hundredths and model decimal numbers in tenths and in hundredths. 10 - Write and compare decimals in tenths and in hundredths. 11 - Read, write, and model decimals greater than 1. 	<p>Exit Tickets Formal Assessments (Formative & Summative) Daily Homework Teacher Observation</p>	<p>I integrate current religion lessons as applicable when adding and subtracting. Math helps us understand some of the amazing things that God has created."He has made everything beautiful in its time. He has also set eternity in the human heart; yet no one can fathom what God has done from beginning to end." Ecclesiastes 3:11</p>

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	<p>as 0.62 meters; locate 0.62 on a number line diagram.</p> <p>4.NF.C.7(A) Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or</p> <p>4.MD.A.2(A) Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>4.MD.B.4(A) Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>			<p>12 - Compare decimals greater than 1.</p> <p>13 - Use the CCCS & Practices in a variety of real world problem solving situations.</p>		
<p>8 - Geometry <i>(updated 8/25/19)</i></p>	<p>4.OA.C.5(A) Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p> <p>4.MD.C.5(A) Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: <ul style="list-style-type: none"> •a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a one-degree angle, and can be used to measure angles. •b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. </p> <p>4.MD.C.6(A) Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p>4.MD.C.7(A) Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find</p>	<p>1.Can I draw and identify points, lines, line segments, rays, perpendicular lines, and parallel lines? 2. Can I draw, classify, and measure angles; measure angles in a circle? 3. Can I classify two-dimensional figures by their angles and sides? 4. Can I use an addition or subtraction equation to find an unknown angle measure? 5. Can I solve real world addition and subtraction problems involving angle measures? 6. Can I draw and identify lines of symmetry?</p>	<p>1 - Draw and describe points, rays, angles, and other simple geometric figures. 2 - Draw and measure angles. 3 - Identify, measure, and draw angles in a circle. 4 - Draw and classify triangles by their angles and sides. 5 - Find unknown angle measures. 6 - Add and subtract angle measures in real world situations. 7 - Demonstrate an understanding of parallel and perpendicular figures. 8 - Name and classify quadrilaterals based on side and angles. 9 - Decompose quadrilaterals and triangles into other figures. 10 - Sort triangles and quadrilaterals by a number of different rules. 11 - Recognize and draw lines of symmetry and determine when figures have line of symmetry. 12 - Use the CCCS & Practices in a variety of real world problem solving situations.</p>	<p>Exit Tickets Formal Assessments (Formative & Summative) Daily Homework Teacher Observation</p>	<p>I integrate current Bible lessons when working with measurement.</p>	

unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

4.G.A.1(A)

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.A.2(A)

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.A.3(A)

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.