

A Correlation of

SCOTT FORESMAN
Investigations
IN NUMBER, DATA, AND SPACE®

for the Common Core State Standards
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to the
Common Core
Georgia Performance Standards
Grade 4

FORMAT FOR CORRELATION TO THE COMMON CORE GEORGIA PERFORMANCE STANDARDS (CCGPS)

Subject Area: K-12 Mathematics

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Textbook Title: Investigations in Number, Data, and Space ©2012 Grade 4

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*The Common Core Georgia Performance Standards (CCGPS) for Grades K-12 Mathematics may be accessed on-line at:
<http://www.georgiastandards.org/>.*

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
	Mathematics Grade 4	
	Operations and Algebraic Thinking 4.OA	
	Use the four operations with whole numbers to solve problems.	
MCC4.OA.1	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.	U1 Sessions: TE: 70-71, 88-95, 96-104, 105-111 U1 ICCG: TE: CC3-CC7 SAB: 15A-15B U3 Sessions: TE: 106-107, 111-115, 116-120, 124-128, 129-135, 136-143, 144-147 SAB: 5, 7, 8, 11, 14, 15, 18, 25-26
MCC4.OA.2	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.	U1 Sessions: TE: 96-104, 105-111 SAB: 14 U1 ICCG: TE: CC3-CC7 SAB: 15A-15B U3 Sessions: TE: 32-33, 61-63, 74, 81 SAB: 1-3, 6, 12, 15, 16-17, 21-26, 28, 30, 33-34, 39, 41, 45, 48, 51, 52, 55-56, 63, 65

Key: SAB-Student Activity Book, TE= Teacher Edition

Curriculum Units Grade 4

- U1** Factors, Multiples, and Arrays
- U2** Describing the Shape of the Data
- U3** Multiple Towers and Division Stories
- U4** Size, Shape, and Symmetry
- U5** Landmarks and Large Numbers

- U6** Fraction Cards and Decimal Squares
- U7** Moving Between Solids and Silhouettes
- U8** How Many Packages? How Many Groups?
- U9** Penny Jars and Plant Growth
- ICCG** Investigations and the Common Core State Standards Guide

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MCC4.OA.3	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.	U1 Sessions: TE: 26-31, 32-37, 38-41, 96-104 U1 ICCG: TE: CC3-CC7 SAB: 15A-15B U3 Sessions: TE: 32-33, 61-63, 74, 81 SAB: 1-3, 6, 12, 15, 16-17, 21-26, 28, 30, 33-34, 39, 41, 45, 48, 51, 52, 55-56, 63, 65 U8 Sessions: TE: 53, 62, 68, 74, 99, 106 U8 ICCG: TE: CC85-CC89, CC90-CC94 SAB: 31A-31B, 51A-51C
	Gain familiarity with factors and multiples.	
MCC4.OA.4	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.	U1 Sessions: TE: TE: 26-31, 32-37, 38-41, 42-46, 47-52, 58-63, 64-67, 68-75, 76-79, 80-83, 88-95, 96-104, 105-111, 112-114 U3 Sessions: TE: 35-41, 43-44, 46-47, 48-49, 67-68, 77-83, 131, 137-140, 146-147 SAB: 5, 7, 14, 18, 27, 29, 35 U4 Sessions: SAB: 27
	Generate and analyze patterns.	
MCC4.OA.5	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. <i>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.</i>	U8 Sessions: TE: 45-52, 53-58, 78-81, 82-84, 93-98, 99-101, 102-105, 106-109, 11-111 U9 Sessions: TE: 46-53, 54-60, 61-67, 68-75, 76-83, 84-90, 91-96, 97-102, 124-128, 129-131 SAB: 13, 17-18, 20-23, 25-28, 30, 3336, 39, 43-46, 56

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	Number and Operations in Base Ten 4.NBT	
	Generalize place value understanding for multi-digit whole numbers.	
MCC4.NBT.1	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. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i>	U5 Sessions: TE: 28-32, 100-106, 107-111 SAB: 2, 39 U5 ICCG: TE: CC35-CC39 SAB: 51A
MCC4.NBT.2	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.	U5 Sessions: TE: 28-32, 33-36, 37-44, 45-50, 51-54, 100-106, 107-111, 112-116, 117-121, 144-149 SAB: 1, 6, 65-66 U5 ICCG: TE: CC30-CC34, CC35-CC39 SAB: 13A-13B, 51A U6 Sessions: TE: 24, 32, 37, 41, 47, 52, 58 U7 ICCG: TE: CC73, CC78
MCC4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	U5 ICCG: TE: CC30-CC34, CC35-CC39 SAB: 13A-13B, 51A

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ICCG Investigations and the Common Core State Standards Guide

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	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
MCC4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	<p>U1 Sessions: TE: 26, 32, 38, 42, 47, 58 SAB: 5, 10, 13, 15, 20, 23, 25, 30, 41</p> <p>U1 ICCG: TE: CC3</p> <p>U2 Sessions: TE: 22-24, 30, 36, 56, 62, 71, 75, 81, 94, 101, 117</p> <p>U4 Sessions: TE: 22, 28, 33, 37-39, 41, 47, 88, 94, 102, 135, 141, 146</p> <p>U4 ICCG: TE: CC16, CC21</p> <p>U5 Sessions: TE: 45-50, 55-56, 60-65, 66-71, 72-78, 79-85, 86-90, 91-93, 122-125, 132-137, 138-143, 144-149, 150-154, 155-158, 159-162, 163-165 SAB: 4, 7, 9-14, 18-19, 21-23, 25-26, 28-30, 32-33, 36-37, 42, 48-56, 59, 61-69</p> <p>U5 ICCG: TE: CC40-CC45 SAB: 62A-62B, 62D</p>
MCC4.NBT.5	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>U3 Sessions: TE: 28-33, 34-41, 42-45, 46-50, 51-54, 84-87, 96-104, 105-110, 111-115, 116-1210, 124-128, 129-135, 136-143, 144-147, 148-150 SAB: 1-8, 11-15, 18-19, 37-65</p> <p>U8 Sessions: TE: 32-38, 39-44, 45-52, 53-58, 62-67, 68-73, 74-77, 78-81, 82-84, 88-92, 102-105, 106-109, 110-111 SAB: 2-3, 5-9, 11-15, 17-27, 29-32, 40</p> <p>U8 ICCG: TE: CC85-CC89 SAB: 31A-31C</p> <p>U9 Sessions: TE: 46, 68, 76, 84, 119, 124</p>

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ICCG Investigations and the Common Core State Standards Guide

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MCC4.NBT.6	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.	U3 Sessions: TE: 60-64, 65-71, 72-76, 77-83, 84-87, 88-91, 148-150 SAB: 16-17, 21-26, 28-36 U8 Sessions: TE: 88-92, 93-98, 99-101, 102-105, 106-109, 110-111 SAB: 37-39, 44-45, 47-48, 51-55 U8 ICCG: TE: CC90-CC94 SAB: 51A-51C U9 Sessions: TE: 46, 68, 76, 84, 119, 124
	Number and Operations – Fractions 4.NF	
	Extend understanding of fraction equivalence and ordering.	
MCC4.NF.1	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.	U6 Sessions: TE: 24-31, 47-51, 68-73, 74-77, 78-82, 88-93, 94-97 SAB: 3, 5, 10-11, 18, 24-25, 33
MCC4.NF.2	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 $<$, and justify the conclusions, e.g., by using a visual fraction model.	U6 Sessions: TE: 58-62, 68-73, 74-77, 78-82, 83-87, 88-93, 94-97 SAB: 24, 33, 35, 38, 39, 41

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	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
MCC4.NF.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.	U6 Sessions: TE: 24-31, 32-36, 48-49, 52-57 SAB: 19-22
a.	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	U6 Sessions: TE: 24-31, 32-36, 47-51, 52-57, 58-62, 88-93 SAB: 19-22 U6 ICCG: TE: CC48-CC51 SAB: 26A-26B
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. <i>Examples:</i> $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.	U6 Sessions: TE: 24-31, 32-36, 48-49, 52-57 SAB: 19-22
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.	U6 ICCG: TE: CC52-CC56 SAB: 44A-44C
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.	U6 Sessions: TE: 24-31, 32-36, 48-49, 52-57 SAB: 19-22 U6 ICCG: TE: CC48-CC51, CC52-CC56 SAB: 26A-26B, 44A-44C
MCC4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	U6 ICCG: TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J

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a.	Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i>	U6 ICCG: TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J
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. <i>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, $n \times (a/b) = (n \times a)/b$.)</i>	U6 ICCG: TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J
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. <i>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?</i>	U6 ICCG: TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J
	Understand decimal notation for fractions, and compare decimal fractions.	
MCC4.NF.5	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. <i>For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.</i>	U6 Sessions: TE: 104-110, 116-119

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U5 Landmarks and Large Numbers

U6 Fraction Cards and Decimal Squares

U7 Moving Between Solids and Silhouettes

U8 How Many Packages? How Many Groups?

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MCC4.NF.6	Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</i>	U6 Sessions: TE: CC57-CC61, CC62-CC65, CC66-CC69 SAB: 44D-44J
MCC4.NF.7	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 $<$, and justify the conclusions, e.g., by using a visual model.	U6 Sessions: TE: 104-110, 111-115, 116-119, 120-126, 127-131, 132-134, 135-137 U7 Sessions: TE: 76, 81
	Measurement and Data 4.MD	
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
MCC4.MD.1	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. <i>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 listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>	U4 Sessions: TE: 22-27, 28-32, 33-40, 41-46, 47-49 SAB: 1-2, 4, 6, 7-8, 10-14 U7 ICCG: TE: CC73-CC77, CC78-CC81 SAB: 52A-52G U9 Sessions: TE: 106-113, 119-123, 124-128, 129-131

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Page 8 of 11

Curriculum Units Grade 4

U1 Factors, Multiples, and Arrays

U2 Describing the Shape of the Data

U3 Multiple Towers and Division Stories

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U5 Landmarks and Large Numbers

U6 Fraction Cards and Decimal Squares

U7 Moving Between Solids and Silhouettes

U8 How Many Packages? How Many Groups?

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MCC4.MD.2	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.	U1 ICCG: TE: CC3-CC7 SAB: 15A-15B U4 Sessions: TE: 33-40, 41-46, 47-49 SAB: 10 U5 Sessions: TE: 45-50, 55-56, 60-65, 66-71, 72-78, 79-85, 86-90, 91-93, 122-125, 132-137, 138-143, 144-149, 150-154, 155-158, 159-162, 163-165 SAB: 4, 7, 9-14, 18-19, 21-23, 25-26, 28-30, 32-33, 36-37, 42, 48-56, 59, 61-69 U5 ICCG: TE: CC40-CC45 SAB: 62A-62B, 62D U6 Sessions: TE: 104-110, 120-126, 127-131, 132-134 SAB: 52-53, 58-59 U7 ICCG: TE: CC78-CC81; SAB: 52D-52F U8 Sessions: TE: 62-67, 88-92, 106-109 U8 ICCG: TE: CC85-CC89, CC90-CC94
MCC4.MD.3	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.	U4 Sessions: TE: 22-27, 33-40, 41-46, 47-50, 66-73, 112-115, 116-120, 121-126, 127-134, 135-140, 141-145, 146-148 SAB: 7-8, 52, 56, 63-64
	Represent and interpret data.	
MCC4.MD.4	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. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	U1 Sessions: TE: 26-27, 33, 77-78, 82-85 SAB: 6, 17, 25-26, 31, 45 U6 ICCG: TE: CC52-CC56 SAB: 44A-44C

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	Geometric Measurement: understand concepts of angle and measure angles.	
MCC4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	U4 ICCG: TE: CC18-CC19, CC21-CC25 SAB: 22B, 51A-51C
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 $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.	U4 Sessions: TE: 88-93, 94-101, 102-108 SAB: 38-43 U4 ICCG: TE: CC16-CC20, CC21-CC25 SAB: 22B, 51B-51C
b.	An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	U4 Sessions: TE: 88-93, 94-101, 102-108 SAB: 38-43 U4 ICCG: TE: CC21-CC25 SAB: 51B-51C
MCC4.MD.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	U4 Sessions: TE: 88-93, 94-101, 102-108 SAB: 38-43 U4 ICCG: TE: 3.4A
MCC4.MD.7	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 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.	U4 Sessions: TE: 88-93, 94-101, 102-108 SAB: 38-43

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	Geometry 4.G	
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
MCC4.G.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	U4 Sessions: TE: 2.1, 2.2, 2.3, 2.4, 2.5, 4.7 U4 ICCG: TE: 2.3A, 3.4A
MCC4.G.2	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.	U4 Sessions: TE: 2.1, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 4.4, 4.7 U4 ICCG: TE: 2.3A
MCC4.G.3	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.	U4 Sessions: TE: 112-115, 116-120, 121-126, 127-134, 141-145 SAB: 54, 57

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