

STANDARDS FOR MATHEMATICAL PRACTICE

MP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

A major goal of *Investigations in Number, Data, and Space* is to support students to make sense of mathematics and learn that they can become mathematical thinkers. To this end, students create, use, and share contexts and representations to make sense of problems. Classroom discussions highlight different ways of interpreting a problem, solving it, and using representations to communicate the pertinent mathematical ideas. Students persevere in solving problems by investigating and practicing problem-solving strategies.

Throughout the program, see the following examples in Grade 4:

U1 Sessions 3.1, 3.2, 3.3

U3 Sessions 4.3, 4.4

U5 Sessions 3.4, 3.5, 4.4, 4.5, 4.6

U7 Sessions 3.1, 3.2, 3.3, 3.4

U8 Sessions 3.1, 3.2, 3.3, 3.4, 3.5

MP2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Another major goal of *Investigations* is to provide a curriculum that emphasizes reasoning about mathematical ideas. Students move between concrete examples with specific quantities, objects, or data and generalizations about what works in similar situations. They express these generalizations in words, with variables, and with various representations including contexts, diagrams, and manipulatives. Abstract and quantitative reasoning are reinforced in strategically challenging games as well as Classroom Routines (Grades K–2) and Ten-Minute Math (Grades 3–5). Students flexibly use different properties of operations to solve problems.

Throughout the program, see the following examples in Grade 4:

U1 Sessions 2.3, 2.4, 2.5

U3 Sessions 1.3, 1.4, 1.5

U6 Sessions 1.6, 1.7

U9 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

U1, U2, U4, U5 Ten-Minute Math: *Today’s Number*

Grade 4 Curriculum Units

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

MP3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and— if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

The program provides ongoing opportunities for students to express and defend mathematical arguments. Students use a variety of representations, contexts, and examples to “prove” their conclusions and provide feedback about the arguments made by their classmates. The program emphasizes that there is often more than one strategy for solving a problem. Students defend their strategies as they listen to and evaluate the choices made by others. Students’ strategies are often recorded on a chart and posted so that all students can analyze, review, and use their classmates’ ideas.

Throughout the program, see the following examples in Grade 4:

U2 Sessions 2.3, 2.4, 2.5

U4 Sessions 2.4, 2.5

U5 Sessions 2.1, 2.2, 2.3

U6 Sessions 2.1, 2.2, 2.3

U8 Sessions 2.1, 2.2, 2.3, 2.4

MP4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Throughout the curriculum, students use representations and contexts to visualize, describe, and analyze mathematical relationships. Using these models allows students to express and further develop their ideas, and to engage in the ideas of others. They develop a repertoire of models they know well and can apply when faced with unfamiliar problem situations. Students use representations and contexts judiciously and with purpose.

Throughout the program, see the following examples in Grade 4:

U3 Sessions 1.1, 3.2, 3.3

U5 Session 4.2

U6 Sessions 1.3, 1.4

U7 Sessions 3.1, 3.2, 3.3, 3.4

U9 Sessions 2.1, 2.2, 2.3, 2.4

MP5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Students have access to an array of tools, such as connecting cubes, pattern blocks, 100 charts, and technology. Students use other tools, such as drawings, the number line, or a rectangular array. Mathematical tools are introduced that are useful for a whole class of problems and can be extended to accommodate more complex problems and/or students' expanding repertoire of numbers. Analysis of the solution to a problem includes consideration of the effectiveness and choice of the tools. During Math Workshops, students continue to use tools to foster mathematical understanding and to practice skills.

Throughout the program, see the following examples in Grade 4:

U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.1, 3.2, 3.3

U5 Sessions 1.2, 1.3, 1.4, 1.5, 1.6

U6 Sessions 2.5, 3.1, 3.2, 3.3

U8 Sessions 3.2, 3.3

U9 Sessions 3.1, 3.2, 3.3, 3.4

MP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Every session requires students to communicate with precision. The *Student Math Handbook* provides support in this endeavor. Strategies that students use are often named by the mathematics used in order to foster precise communication. Many of the sessions' focal points stress the use of "clear and concise" notation. Students are expected to solve problems efficiently and accurately.

Throughout the program, see the following examples in Grade 4:

U3 Sessions 4.3, 4.4

U4 Sessions 2.1, 2.2, 2.3, 2.4, 2.5

U5 Sessions 2.1, 2.2, 2.3, 2.4

U6 Sessions 3.1, 3.2

MP7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y .

In each unit, students work between the concrete to the abstract, from numerical and geometrical patterns to general representations. Students are given opportunities and support to investigate, discover, conjecture, and make use of commonalities among related problems. Students use the structure of carefully chosen contexts and representations that embody important characteristics of mathematical relationships. Classroom Routines (Grades K–2) and Ten-Minute Math (Grades 3–5) afford more situations in which students discover and use the various structures of mathematics.

Throughout the program, see the following examples in Grade 4:

U2 Sessions 2.5, 2.6

U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5

U6 Session 3.3

U8 Sessions 1.3, 1.4, 1.5

U9 Sessions 2.7, 2.8

U1, U4, U7 Ten-Minute Math: *Quick Images*

U5, U6, U7 Ten-Minute Math: *Practicing Place Value*

MP8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

A hallmark of the *Investigations* program is its emphasis on helping students become mathematical thinkers as they explore and practice strategies for solving problems. Through repeated application and comparison of various strategies and algorithms, students develop an understanding of which method is efficient for a particular type of problem. Each *Investigations* unit on numbers and operations includes a focus on reasoning and generalizing about number and operations and highlights what students already notice in regularities about numbers and operations.

Throughout the program, see the following examples in Grade 4:

U3 Sessions 4.1, 4.2, 4.3, 4.4

U5 Sessions 2.1, 2.2, 2.3, 2.4

U7 Sessions 3.1, 3.2, 3.3, 3.4

U8 Sessions 2.2, 2.3, 2.4, 3.4

STANDARDS FOR MATHEMATICAL CONTENT

This correlation includes Ten-Minute Math activities but does not include ongoing review in Daily Practice and Homework.

Domain 4.OA Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

4.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 1.6A, 3.2, 3.3

U3 Sessions 3.1, 3.2, 3.3, 4.1, 4.3

4.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 1.6A, 3.2, 3.3

U3 Sessions 3.1, 3.2, 3.3, 4.1, 4.3

4.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 1.1, 1.2, 1.3, 1.4, 1.5, 1.6A, 3.2

U3 Sessions 1.1, 2.2, 2.3, 2.4

U8 Sessions 1.5, 2.1, 2.2, 2.4A, 3.3, 3.5

Gain familiarity with factors and multiples.

4.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 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4

U3 Sessions 1.4, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4

Generate and analyze patterns.

4.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. *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.*

U8 Sessions 1.4, 1.5, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5, 3.6

U9 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 3.5

Grade 4 Curriculum Units

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| U1 Factors, Multiples, and Arrays | U6 Fraction Cards and Decimal Squares |
| U2 Describing the Shape of the Data | U7 Moving Between Solids and Silhouettes |
| U3 Multiple Towers and Division Stories | U8 How Many Packages? How Many Groups? |
| U4 Size, Shape, and Symmetry | U9 Penny Jars and Plant Growth |
| U5 Landmarks and Large Numbers | |

Domain 4.NBT Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers.

<p>4.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></p>	<p>U5 Sessions 1.1, 3.1, 3.2, 3.6A</p>
<p>4.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</p>	<p>U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5A, 1.5, 1.6, 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6A, 4.1, 4.2, 4.3, 4.4A, 4.4, 4.5, 4.6</p> <p>U6 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7</p> <p>U7 Sessions 3.5A, 3.5B</p>
<p>4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p>	<p>U5 Sessions 1.5A, 3.6A</p>

Use place value understanding and properties of operations to perform multi-digit arithmetic.

<p>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p>	<p>U2 Sessions 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 2.6, 3.5</p> <p>U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 2.3A, 3.1, 3.2, 3.3, 3.4A, 4.5, 4.6, 4.7</p> <p>U5 Sessions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4A, 4.4, 4.5, 4.6, 4.7</p>
<p>4.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>	<p>U3 Sessions 1.1, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5</p> <p>U8 Sessions 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4A, 2.4, 2.5, 3.1, 3.4, 3.5, 3.6</p> <p>U9 Sessions 2.1, 2.4, 2.5, 2.6, 2.8, 3.3, 3.4</p>
<p>4.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.</p>	<p>U3 Sessions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1</p> <p>U8 Sessions 3.1, 3.2, 3.3, 3.4, 3.5A, 3.6</p> <p>U9 Sessions 2.1, 2.2, 2.4, 2.5, 2.6, 2.8, 3.3, 3.4</p>

Domain 4.NF Number and Operations—Fractions

Extend understanding of fraction equivalence and ordering.

4.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 1.1, 1.5, 2.1, 2.3, 2.5, 2.6

4.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 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.7

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

4.NF.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

4.NF.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

U6 Sessions 1.1, 1.2, 1.5, 1.6, 1.7, 1.8A, 2.5

4.NF.3.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:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.

U6 Sessions 1.1, 1.2, 1.6

4.NF.3.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 Session 2.7A

4.NF.3.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 1.3, 1.4, 1.8A

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4.NF.4.a Understand a fraction a/b as a 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 $5/4 = 5 \times (1/4)$.

U6 Sessions 3A.1, 3A.2, 3A.3

4.NF.4.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, $n \times (a/b) = (n \times a)/b$.)

U6 Sessions 3A.1, 3A.2, 3A.3

4.NF.4.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?

U6 Sessions 3A.1, 3A.2, 3A.3

Understand decimal notation for fractions, and compare decimal fractions.

4.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. For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.

U6 Sessions 3.1, 3.3

4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

U6 Sessions 3.1, 3.2, 3.3

4.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 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
U7 Sessions 3.1, 3.2

Domain 4.MD Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

4.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. *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), ...*

U4 Sessions 1.1, 1.2, 1.3, 1.4, 1.5

U7 Sessions 3.5A, 3.5B

U9 Sessions 3.1, 3.2, 3.3, 3.5

4.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.

U2 Sessions 1.2, 1.3, 1.4, 1.5, 2.4, 2.5

U4 Sessions 1.3, 1.5

U5 Sessions 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 3.4, 3.5, 4.5, 4.6

U6 Sessions 3.1, 3.4, 3.5, 3.6

U7 Session 3.5B

U8 Sessions 2.1, 2.4A, 3.1, 3.5

4.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 1.1, 1.3, 1.4, 1.5, 2.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

Represent and interpret data.

4.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. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

U6 Session 2.7A

U9 Sessions 3.1, 3.2

Geometric measurement: understand concepts of angle and measure angles.

4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

4.MD.5.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 2.3A, 3.4A
4.MD.5.b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	U4 Session 3.4A
4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	U4 Sessions 3.1, 3.2, 3.3, 3.4A
4.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 3.1, 3.2, 3.3

Domain 4.G Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

4.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 2.1, 2.2, 2.3A, 2.3, 2.4, 2.5, 3.4A, 4.7
4.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 2.1, 2.3A, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 4.4, 4.7
4.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 4.1, 4.2, 4.3, 4.4, 4.6