

		B1 <i>Number Sense, Addition & Subtraction</i> Student Book Skill Builders (SB)	B2 <i>Multiplication & Division Facts</i> Student Book Skill Builders (SB)	B3 <i>Multiplication & Division - Problem Solving</i> Student Book Skill Builders (SB)	B4 <i>Fractions, Decimals, Geometry, Measurement</i> Student Book Skill Builders (SB)
4-1.5	Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.	journal prompts throughout 8, 9	journal prompts throughout 4, 5	journal prompts throughout 31	journal prompts throughout 18
4-1.6	Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.				
4-1.7	Use flexibility in mathematical representations.	68	11	26 (T.G.)	23
4-1.8	Recognize the limitations of various forms of mathematical representations.	43	9	57	33
4-2:	NUMBER AND OPERATIONS				
4-2.1	The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals.				
4-2.1	Recognize the period in the place-value structure of whole numbers: units, thousands, millions, and billions.				23, 24 SB: 47-12
4-2.2	Apply divisibility rules for 2, 5, and 10.			SB: 25-27	
4-2.3	Apply an algorithm to multiply whole numbers fluently.		5, 8, 9, 16 SB: 25-2, 25-3, 25-7, 25-11	3, 5, 7, 8 SB: 20-24, 20-26, 20-28, 21-3	

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4-4: The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.				
4-4.1 Analyze the quadrilaterals squares, rectangles, trapezoids, rhombuses, and parallelograms according to their properties.				39 SB: 37-6
4-4.2 Analyze the relationship between three-dimensional geometric shapes in the form of cubes, rectangular prisms, and cylinders and their two-dimensional nets.				47 (T.G.)
4-4.3 Predict the results of multiple transformations of the same type – translation, reflection, or rotation – on a two-dimensional geometric shape.				42, 43 SB: 39-2
4-4.4 Represent the two-dimensional shapes trapezoids, rhombuses, and parallelograms and the three-dimensional shapes cubes, rectangular prisms, and cylinders.				39, 48 SB: 37-6, 40-3
4-4.5 Use transformation(s) to prove congruency.				41 SB: 39-3
4-4.6 Represent points, lines, line segments, rays, angles, and polygons.				29-35 SB: 35-1, 35-4, 37-4
4-4.7 Represent with ordered pairs of whole numbers the location of points in the first quadrant of a coordinate grid.	12, 13 SB: 48-2			71-73 SB: 48-6

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4-4.8	Illustrate possible paths from one point to another along vertical and horizontal grid lines in the first quadrant of the coordinate plane.			72, 73 SB: 48-7
4-5:	MEASUREMENT The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area.			
4-5.1	Use appropriate tools to measure objects to the nearest unit: measuring length in quarter inches, centimeters, and millimeters; measuring liquid volume in cups, quarts, and liters; and measuring weight and mass in pounds, milligrams, and kilograms.			56, 59, 60, 62, 64 SB: 43-1, 43-3, 43-5, 45-1
4-5.2	Compare angle measures with referent angles of 45 degrees, 90 degrees, and 180 degrees to estimate angle measures.			SB: 35-3
4-5.3	Use equivalencies to convert units of measure within the U.S. Customary System: converting length in inches, feet, yards, and miles; converting weight in ounces, pounds, and tons; converting liquid volume in cups, pints, quarts, and gallons; and converting time in years, months, weeks, days, hours, minutes, and seconds.			58-60 SB: 44-1, 44-2
4-5.4	Analyze the perimeter of a polygon.			65-67 SB: 46-1, 46-2, 46-3

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4-5.5	Generate strategies to determine the area of rectangles and triangles.			68-70 SB: 46-5, 46-6, 46-8
4-5.6	Apply strategies and procedures to determine the amount of elapsed time in hours and minutes within a 12-hour period, either a.m. or p.m.			51 SB: 41-2
4-5.7	Use Celsius and Fahrenheit thermometers to determine temperature changes during time intervals.			53 SB: 42-3
4-5.8	Recall equivalencies associated with liquid volume, time, weight and length: 8 liquid ounces = 1 cup, 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; 365 days = 1 year, 52 weeks = 1 year; 16 ounces = 1 pound, 2,000 pounds = 1 ton; and 5,280 feet = 1 mile.			58-60 SB: 44-1, 44-2, 45-1
4-5.9	Exemplify situations in which highly accurate measurements are required.			61
4-6:	DATA ANALYSIS AND PROBABILITY The student will demonstrate through the mathematical processes an understanding of the impact of data-collection methods, the appropriate graph for categorical or numerical data, and the analysis of possible outcomes for a simple event.			
4-6.1	Compare how data-collection methods impact survey results.			

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4-6.2 Interpret data in tables, line graphs, bar graphs, and double bar graphs whose scale increments are greater than or equal to 1.	68, 70 SB: 50-1, 50-3	46 SB: 50-5		
4-6.3 Organize data in tables, line graphs, and bar graphs whose scale increments are greater than or equal to 1.	68, 70 SB: 50-4	46		
4-6.4 Distinguish between categorical and numerical data.				
4-6.5 Match categorical and numerical data to appropriate graphs.				
4-6.6 Predict on the basis of data whether events are <i>likely, unlikely, certain, impossible, or equally likely</i> to occur.				75 SB: 49-5, 49-7
4-6.7 Analyze possible outcomes for a simple event.				74 SB: 49-4, 49-6