Curriculum Map

Subject: Math	**Grade Level: 4**	**Sixth Week: 3rd**	**Week: 1**

Instructional Focus Summary	Students will recognize families of multiplication and division facts. Select the correct operation in order to make a true equation.
TEKS/SE **(Bolded TEKS/SE are assessed with TAKS)** (Power TEKS/Student Expectations are Underlined) **(TEKS below 80% passing on the last TAKS test)**	**4.1 Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.** **(A) use place value to read, write, compare, and order whole numbers through 999,999,999** **4.4 Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.** **(A) model factors and products using arrays and area models** **(B) represent multiplication and division situations in picture, word, and number form** **(C) recall and apply multiplication facts through 12 x 12** **(D) use multiplication to solve problems (no more than two digits times two digits without technology)** **(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)** **4.6 Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.** (A) use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as 9 x 9 = 81 and 81 ÷ 9 = 9) **4.7 Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.** **4.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.** **(A) identify the mathematics in everyday situations**
Concepts/ Vocabulary	equal fewer multiply divide operation
Resources	Textbook TAKS Toppers TAKS Masters Step-Up to TAKS
Instructional Activities	Excel Math Lessons 21-22
Assessment	Lesson Tests Teacher created tests

Integration	
Intervention	Lesson 21) S.F. Lessons 3-5, 3-6 Lesson 22) S.F. Lessons 4-2, 4-3, 4-4, 4-5
Extension	Accelerated Math Problem Solving

Subject: Math	Grade Level: 4	Sixth Week: 3rd	Week: 2

Instructional Focus Summary	Determine the missing number in a sequence of numbers. Relationship between repeated addition and multiplication. Fill in missing numbers in a pattern displayed as a chart. Compute money amounts. Solve division problems using single digit divisors and two digit dividends.
TEKS/SE **(Bolded TEKS/SE are assessed with TAKS)** (Power TEKS/Student Expectations are Underlined) **(TEKS below 80% passing on the last TAKS test)**	**4.1 Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.** **(A) use place value to read, write, compare, and order whole numbers through 999,999,999** **4.3 Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.** **(A) use addition and subtraction to solve problems involving whole numbers** **(B) add and subtract decimals to the hundredths place using concrete objects and pictorial models** **4.4 Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.** **(A) model factors and products using arrays and area models** **(B) represent multiplication and division situations in picture, word, and number form** **(C) recall and apply multiplication facts through 12 x 12** **(D) use multiplication to solve problems (no more than two digits times two digits without technology)** **(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)** **4.6 Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.** (A) use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as 9 x 9 = 81 and 81 ÷ 9 = 9) **4.7 Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.** **4.13 Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.** (A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation **(B) interpret bar graphs** **4.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.** **(A) identify the mathematics in everyday situations** **(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness** **(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a**

	problem **4.15 Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.** **(B) relate informal language to mathematical language and symbols** **4.16 Underlying processes and mathematical tools. The student uses logical reasoning.** **(A) make generalizations from patterns or sets of examples and non-examples**
Concepts/ Vocabulary	operation multiplicand product quotient remainder combined multiplier divisor dividend
Resources	Textbook TAKS Toppers TAKS Masters Step-Up to TAKS
Instructional Activities	Excel Math Lessons 23-27
Assessment	Lesson Tests Teacher created tests
Integration	
Intervention	Lesson 23) S.F. lessons 3-13, 4-8, 3-2 Lesson 25) S.F. lessons 4-9, 4-2 Lesson 26) S.F. lessons 3-14, 5-9 Lesson 27) S.F. lessons 4-10, 4-11
Extension	Accelerated Math Problem Solving

Subject: Math	**Grade Level:** 4	**Sixth Week:** 3rd	**Week:** 3

Instructional Focus Summary	Divide a three-digit number by a one-digit number with a three-digit quotient. Estimate liquid and dry weight using customary and metric units. Recognize lines of symmetry. Solve story or word problems using multiplication or division. Multiply using a two-digit multiplier. .
TEKS/SE **(Bolded TEKS/SE are assessed with TAKS)** (Power TEKS/Student Expectations are Underlined) **(TEKS below 80% passing on the last TAKS test)**	**4.1 Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.** **(A) use place value to read, write, compare, and order whole numbers through 999,999,999** **4.3 Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.** **(A) use addition and subtraction to solve problems involving whole numbers** **4.4 Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.** **(A) model factors and products using arrays and area models** **(B) represent multiplication and division situations in picture, word, and number form** **(C) recall and apply multiplication facts through 12 x 12** **(D) use multiplication to solve problems (no more than two digits times two digits without technology)** **(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)** **4.9 Geometry and spatial reasoning. The student connects transformations to congruence and symmetry.** (A) demonstrate translations, reflections, and rotations using concrete models; **4.11 Measurement. The student applies measurement concepts. The student is expected to estimate and measure to solve problems involving length (including perimeter) and area. The student uses measurement tools to measure capacity/volume and weight/mass.** **(A) estimate and use measurement tools to determine length (including perimeter), area, capacity and weight/mass using standard units SI (metric) and customary** **(B) perform simple conversions between different units of length, between different units of capacity, and between different units of weight within the customary measurement system** **4.12 Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).** **(A) use a thermometer to measure temperature and changes in temperature** **4.13 Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.** (A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation **4.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.** **(A) identify the mathematics in everyday situations** **(B) solve problems that incorporate understanding the problem, making a plan,**

	carrying out the plan, and evaluating the solution for reasonableness **(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem** **4.15 Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.** **(B) relate informal language to mathematical language and symbols**
Concepts/ Vocabulary	divisor quotient pounds yards kilometers gallon symmetry dividend grams tons centimeters pints liter
Resources	Textbook TAKS Topper TAKS Masters Step-Up to TAKS
Instructional Activities	Excel Math Lessons 28-32
Assessment	Lesson Tests Teacher created tests
Integration	
Intervention	Lesson 28) S.F. lesson 7-6, 7-7 Lesson 29) S.F. lesson 9-11, 10-8, 10-9 Lesson 30) S.F. lesson 8-9 Lesson 31) S.F. lesson 4-8, 5-12 Lesson 32) S.F. lesson 6-4, 6-5
Extension	Accelerated Math, Problem Solving

Subject: Math	**Grade Level:** 4	**Sixth Week:** 3rd	**Week:** 4

Instructional Focus Summary	Solve division problems involving single-digit divisors. Use parentheses in the order of operations. Change an inequality to an equation. Measure a line segment to the nearest quarter inch, half inch, or half centimeter.
TEKS/SE **(Bolded TEKS/SE are assessed with TAKS)** (Power TEKS/Student Expectations are Underlined) **(TEKS below 80% passing on the last TAKS test)**	**4.1 Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.** **(A) use place value to read, write, compare, and order whole numbers through 999,999,999** **4.3 Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.** **(A) use addition and subtraction to solve problems involving whole numbers** **4.4 Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.** **(A) model factors and products using arrays and area models** **(C) recall and apply multiplication facts through 12 x 12** **(D) use multiplication to solve problems (no more than two digits times two digits without technology)** **(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)** **4.7 Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.** **4.12 Measurement. The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius).** **(A) use a thermometer to measure temperature and changes in temperature** **4.13 Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.** (A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation **4.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.** **(A) identify the mathematics in everyday situations** **(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness** **(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem** **4.15 Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.** **(B) relate informal language to mathematical language and symbols**
Concepts/	multiple remainder

Vocabulary	equation equal line segment inch quarter inch half centimeter
Resources	Textbook TAKS Toppers TAKS Masters Step-Up to TAKS
Instructional Activities	Excel Lessons 33-37
Assessment	First Quarterly Test
Integration	
Intervention	Lesson 33) S.F. lesson 7-3, 7-4 Lesson 36) S.F. lesson 3-7, 3-8 Lesson 37) S.F. lesson 9-12
Extension	Accelerated Math Problem Solving

Subject: Math	**Grade Level:** 4	**Sixth Week:** 3rd	**Week:** 5

Instructional Focus Summary	Recognize and define parallel, intersecting, and perpendicular lines. Recognize and define plane figures. Recognize the names for geometric solids and their counterparts in everyday life. Solve story problems using deductive reasoning. Divide using one-digit divisors, three-digit dividends and two-digit quotients.
TEKS/SE **(Bolded TEKS/SE are assessed with TAKS)** (Power TEKS/Student Expectations are Underlined) **(TEKS below 80% passing on the last TAKS test)**	**4.1 Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.** **(A) use place value to read, write, compare, and order whole numbers through 999,999,999** **4.4 Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.** **(A) model factors and products using arrays and area models** **(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)** **4.8 Geometry and spatial reasoning. The student identifies and describes attributes of geometric figures using formal geometric language.** **(A) identify and describe right, acute, and obtuse angles** **(B) identify and describe parallel and intersecting (including perpendicular) lines using concrete objects and pictorial models** **4.13 Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.** (A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation **4.14 Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.** **(A) identify the mathematics in everyday situations** **(B) solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness** **(C) select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem** **4.15 Underlying processes and mathematical tools. The student communicates about Grade 4 mathematics using informal language.** **B) relate informal language to mathematical language and symbols** **4.16 Underlying processes and mathematical tools. The student uses logical reasoning.** **(A) make generalizations from patterns or sets of examples and non-examples**
Concepts/ Vocabulary	parallel perpendicular plane figures parallelogram width intersecting polygon quadrilateral length height

	cube triangular prism sphere rectangular pyramid cone rectangular prism cylinder square pyramid triangular pyramid
Resources	Textbook TAKS Toppers TAKS Masters Step-Up to TAKS
Instructional Activities	Excel Lessons 38-42
Assessment	Lesson Tests
Integration	
Intervention	Lesson 38) S.F. lesson 8-7 Lesson 39) S.F. lesson 8-8, 8-2, 8-1 Lesson 40) S.F. lesson 8-3
Extension	Accelerated Math Problem Solving

Subject: Math	**Grade Level:** 4	**Sixth Week:** 3rd	**Week:** 6

Instructional Focus Summary	Students will divide using one-digit divisors, three-digit dividends, and two-digit quotients. Use Venn diagrams to demonstrate the union and intersection of sets of numbers. Round numbers to the nearest tenth.
TEKS/SE **(Bolded TEKS/SE are assessed with TAKS)** (Power TEKS/Student Expectations are Underlined) **(TEKS below 80% passing on the last TAKS test)**	**4.1 Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.** **(A) use place value to read, write, compare, and order whole numbers through 999,999,999** **4.4 Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.** **(A) model factors and products using arrays and area models** **(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)** **4.5 Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.** **(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations** **(B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problem** **4.10 Geometry and spatial reasoning. The student recognizes the connection between numbers and their properties and points on a line.** **The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.** **4.13 Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.** (A) use concrete objects or pictures to make generalizations about determining all possible combinations of a given set of data or of objects in a problem situation **4.16 Underlying processes and mathematical tools. The student uses logical reasoning.** **(A) make generalizations from patterns or sets of examples and non-examples**
Concepts/ Vocabulary	divide union sides round intersection vertices estimate
Resources	Textbook TAKS Toppers TAKS Masters Step-Up to TAKS
Instructional Activities	Excel Lessons 43-45

Assessment	Lesson Tests Teacher created tests
Integration	
Intervention	Lesson 45) S.F. lesson 11-5
Extension	Accelerated Math Study Island Problem solving

Subject: Math	**Grade Level:** 4	**Sixth Week:** 3rd	**Week:** 7

Instructional Focus Summary	Students will recognize fact families. Students will select correct operations to solve problems, sequencing, and patterns. Making change, solving division problems, estimating weight, and recognizing lines of symmetry. Solving story problems, multiplying with two-digit multipliers, solving division problems, order of operations, and find value of an unknown. Multiplication facts with products up to 50. Measure a line segment to nearest quarter inch, half inch, or half centimeter. Recognize and define parallel, intersecting, and perpendicular lines. Recognize plane figures. Recognize names for geometric solids. Solve story problems using deductive reasoning. Dividing with no remainders. Round numbers to nearest tenth.
TEKS/SE **(Bolded TEKS/SE are assessed with TAKS)** (Power TEKS/Student Expectations are Underlined) **(TEKS below 80% passing on the last TAKS test)**	**4.1 Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals.** **(A) use place value to read, write, compare, and order whole numbers through 999,999,999** **4.3 Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.** **(A) use addition and subtraction to solve problems involving whole numbers** **(B) add and subtract decimals to the hundredths place using concrete objects and pictorial models** **4.4 Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers.** **(A) model factors and products using arrays and area models** **(B) represent multiplication and division situations in picture, word, and number form** **(C) recall and apply multiplication facts through 12 x 12** **(D) use multiplication to solve problems (no more than two digits times two digits without technology)** **(E) use division to solve problems (no more than one-digit divisors and three-digit dividends without technology)** **4.5 Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.** **(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations** **(B) use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problem** **4.6 Patterns, relationships, and algebraic thinking. The student uses patterns in multiplication and division.** (A) use patterns and relationships to develop strategies to remember basic multiplication and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as 9 x 9 = 81 and 81 ÷ 9 = 9) **4.7 Patterns, relationships, and algebraic thinking. The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to describe the relationship between two sets of related data such as ordered pairs in a table.**

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Concepts/ Vocabulary	multiplicand, multiplier, product, divisor quotient, dividend, remainder, grams pounds, tons, yards, centimeters kilometers, pints, gallon, liter symmetry, remainder, unlikely, multiple

	line	line segment	parallel	intersecting
	perpendicular	adjoining	plane figure	polygon
	quadrilateral	parallelogram	diagonal	vertices
	diagonal	quadrilateral	parallelogram	triangle
	denominator	yards	feet	symmetry
	flat face	quadrilateral	ounces	kilograms
	kilometers	pints	base	intersection
	null set	parallel	intersecting	perpendicular
	round	estimate		
Resources	Textbook TAKS Toppers TAKS Masters Step-Up to TAKS			
Instructional Activities	Excel Math Lessons 21-45 S.F. workbook pages Teacher created review pages			
Assessment	Lesson Tests Teacher created tests Benchmark tests			
Integration				
Intervention	S.F. lessons Teacher supplements Teacher review pages			
Extension	Accelerated Math Study Island Math CAI Problem Solving CAI Math			