SCHOOL DISTRICT OF FORT•ATKINSON

<table>
<tr><th>GRADE 4 Mathematics</th><th>Quarter 4 – Units 9, 10, 11 & 12 Reported</th></tr>
<tr><td>Standards for Mathematical Practice</td><td></td></tr>
<tr><td>Makes sense of a problem and creates a plan to solve it</td><td>Based on teacher observations during math</td></tr>
<tr><td>Perseveres in solving problems</td><td>Based on teacher observations during math</td></tr>
<tr><td>Attends to detail using precise math words / symbols and works carefully and accurately</td><td>Based on teacher observations during math</td></tr>
<tr><td>Explains his/her mathematical thinking orally and in written form to justify why the answer makes sense</td><td>Based on teacher observations during math</td></tr>
<tr><td>Operations and Algebraic Thinking – Basic Facts</td><td></td></tr>
<tr><td>Automatically recalls addition basic facts</td><td rowspan="4">See basic facts assessment data</td></tr>
<tr><td>Automatically recalls subtraction basic facts</td></tr>
<tr><td>Automatically recalls multiplication basic facts</td></tr>
<tr><td>Automatically recalls division basic facts</td></tr>
<tr><td>Number and Operations – Fractions</td><td></td></tr>
<tr><td>Understands decimal notation for fractions</td><td>9&10a NF.5 I can express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with denominators of 10 and 100.
$\frac{3}{10} + \frac{34}{100} =$
$\frac{30}{100} + \frac{34}{100} = \frac{64}{100}$</td></tr>
<tr><td>Reads, writes, represents, and compares decimals</td><td>9&10b NF.6 I can change a fraction with a denominator of 2, 4, 5, 10, or 100 into the equivalent decimal and vice versa.
$\frac{3}{4} = 0.75$ $0.50 = \frac{1}{2}$
$\frac{7}{10} = 0.7$ $0.84 = \frac{84}{100}$
$\frac{47}{100} = 0.47$ $0.3 = \frac{3}{10}$</td></tr>
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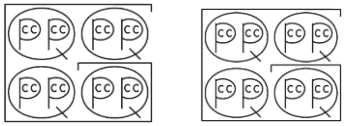
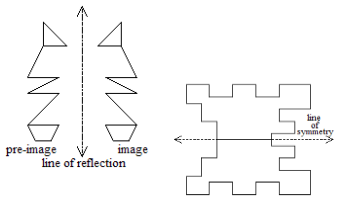
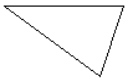
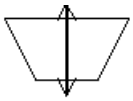
Measurement and Data			
Makes reasonable estimates for measurements	**11&12a MD.1**	I know the relative sizes of similar units and can make reasonable estimates. weight: lb. & oz., kg & g capacity: mL & L, gal., qt., pt., c., fl. oz distance: km, m, & cm,	hr. > min. > sec. lb. > oz. A banana might weigh: ___70 oz. _✓_7 oz. ___0.7 oz. A carton of sour cream measures: _✓_2 c. ___2 qt. ___2 gal.
Finds equivalent measurement conversions	**11&12b MD.1 MD.2**	I can find equivalent measurement conversions in the US Customary System, including those with fractions and those in number stories.	Tabitha needs $4\frac{1}{2}$ ft of lace around her skirt. How many inches is this? ft. | *1* | *2* | *3* | 4 | *5* | *6* in. | *12* | *24* | *36* | *48* | *60* | *72* ↑ $4\frac{1}{2}'=52''$ 
	11&12c MD.1 MD.2	I can find equivalent measurement conversions in the Metric System, including those with decimals and those in number stories.	1,000 | 100 | 10 | 1 | 0.1 | 0.01 | 0.001 **km** | **hm** | **dam** | **m** | **dm** | **cm** | **mm** **kL** | **hL** | **daL** | **L** | **dL** | **cL** | **mL** **kg** | **hg** | **dag** | **g** | **dg** | **cg** | **mg** 8 m = 800 cm 7 L = 7000 mL 2 kg = 2000 g

Geometry			
Understands symmetry	**9&10c G.3**	I can use a transparent mirror to draw the reflection or the other half of a figure across the line of symmetry.	
	9&10d G.3	I can draw shapes with no, one, two, or multiple lines of symmetry and draw all the lines of symmetry of a shape.	Draw a shape with _ lines of symmetry: 0  1  2  more than 2