



3rd Nine Weeks Parent Syllabus - Math Grade 4
2018-2019

Listed below are the learning targets your child will be expected to understand and perform. Also included is the vocabulary that will be used in the classroom, both orally and written.

Unit	“I can” Statements	Vocabulary
5	<p><u>NF.4</u> I can use visual fraction models to multiply a fraction by a whole number. I can express a multiple of a/b as a multiple of $1/b$. I can join unit fractions to make wholes and join the remaining unit fractions to create a fraction. I can use multiplication to write an equation that represents how many groups of a unit fraction it takes to represent a fraction. I can write an equation that represents a word problem. I can solve word problems where the product is unknown and situations include a whole number of fractional quantities, not a fraction of a whole-number quantity. I can represent the product as a mixed number by joining number unit fractions to make wholes and create the fraction by joining the left over unit fractions.</p> <p><u>NF.5</u> I can use models to represent a decimal. I can create an equivalent fraction with 100 as the denominator for a fraction that has a denominator of 10. I can add fractions with like denominators. I can write a fraction with a denominator of 10 or 100 as a decimal.</p> <p><u>NF.6</u> I can write a decimal number as a fraction with a denominator of 10 or 100. I can write a fraction with a denominator of 10 or 100 as a decimal number. I can create an equivalent fraction with 100 in the denominator for a fraction with 10 in the denominator. I can locate and label a decimal.</p> <p><u>NF.7</u> I can represent a decimal with a number line or base ten blocks. I can make comparisons of decimals by using visual models. I can justify comparisons with a visual model.</p>	<p><u>NF.4</u> Multiple, Unit Fraction, Mixed Number, Whole Number, Tape Diagram, Number Line Diagram, Area Model</p> <p><u>NF.5</u> Express, Denominator, Equivalent fraction, Decimal</p> <p><u>NF.6</u> Decimal, Decimal Point, Decimal Fraction, Numerator, Denominator, Equivalent, Unit Fraction, Decimal Number</p> <p><u>NF.7</u> Compare, Comparison, Decimal, Visual model</p>

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G.1 I can define and recognize examples of a point, line, line segment, ray, angle, acute angle, right angle, obtuse angle, perpendicular, and parallel lines.

I can construct examples of angles and triangles that are acute, right, or obtuse,

I can construct examples of points, lines, line segments, and parallel and perpendicular lines.

I can recognize and identify points, lines, line segments, types of angles, and parallel and perpendicular lines in two-dimensional figures.

G.2 I can identify shapes that have parallel or perpendicular lines.

I can use parallel lines and perpendicular lines to categorize two-dimensional shapes.

I can categorize shapes based on similar attributes.

I can identify two-dimensional shapes that contain angles with a specific measurement.

I can identify and recognize right triangles.

I can measure a given angle.

G.3 I can create a symmetrical figure by drawing in the missing half of the figure.

I can draw in all the lines of symmetry in a figure.

I can identify symmetrical figures.

MD.5 I can identify an angle.

I can identify benchmark angles; 90° , 180° , 270° , 360° .

I can recognize that angles are measured within degrees of a circle.

I can write an angle's measurement as a fraction and explain that it is a fraction of a circle.

I can categorize angles based on their measurement as acute, obtuse, right, straight, or reflex.

I can construct angles with a specific measurement using a protractor.

I can measure angles using a protractor.

MD.6 I can name and identify angles with benchmarks of 90° , 180° , 270° , and 360° .

I can categorize angles as acute, obtuse, right, straight, and reflex.

I can measure a given angle using a protractor.

MD.7 I can find the measurement of an angle in a diagram when given the angles complementary or supplementary measurement.

I can find the measurement of the other three angles formed by intersecting lines when given the measurement of one angle.

I can write an equation to find the missing measurement of one angle when given the measurement of the second angle for complementary and supplementary angles and find the measurement for it.

I can write an equation to find the missing measurement of an angle inside a larger angle when the larger angle measurement and one measurement part of the larger angle is known, and find the measurement of it.

G.1 Point, Line, Line Segment, Ray, Angle, Acute Angle, Right Angle, Obtuse Angle, Perpendicular Lines, Parallel Lines

G.2 Parallel Lines, Perpendicular Lines, Attributes, Right Angle, Acute Angle, Obtuse Angle, Measure

G.3 Symmetry

MD.5 End point, Ray, Angle, Point, Degrees, Circle, Circular A

MD.6 Acute Angle, Obtuse Angle, Right Angle, Straight Angle, Reflex Angle, Protractor, Measurement

MD.7 Complementary Angle, Supplemental Angle, Additive

