



4th Nine Weeks Parent Syllabus - Math Grade 4

Listed below are skills we expect your child to be able to perform and the vocabulary that will be used in the classroom, both orally and written.

Unit	“I can” Statements	Vocabulary
12	<p>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. I can explain that an angle measurement is a fraction of a circle. I can categorize angles based on their measurement (acute, obtuse, right, straight, reflex). I can construct examples of an angle with a specific measurement using a protractor. I can measure a given angle using a protractor. I can recognize that angles are measured within degrees of a circle.</p> <p>MD.6 I can name and identify angles. I can identify benchmark angles (90°, 180°, 270°, 360°). I can categorize angles based on their measurement (acute, obtuse, right, straight, reflex). I can use a protractor to construct examples of an angle with a specific measurement. I can measure a given angle using a protractor.</p> <p>MD.7 I can find the measurement of an angle in a diagram when given the angle’s 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 of 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.</p>	<p>End Point, Ray, Angle, Point, Degrees, Circle, Circular Art</p> <p>Acute angle, Obtuse angle, Right angle, Straight line, Reflex angle, Protractor, Measurement Angle</p> <p>Complementary Angle, Supplemental Angle, Additive</p>
13	<p>G.1 I can define and recognize examples of the following: 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. I can attend to precision.</p>	<p>Point, Line, Line segment, Ray, Angle, Acute angle, Right angle, Obtuse angle, Perpendicular and Parallel lines</p>

	<p>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. I can attend to precision. I can use appropriate tools strategically.</p> <p>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.</p>	<p>Parallel lines, Perpendicular lines, Attributes, Right angle, Acute angle, Obtuse angle, Measure</p> <p>Symmetry</p>
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