

4th Grade Math Curriculum Bundle # 11

Title		Suggested Dates
Review for TAKS/ Geometry/Relationships		April 19 – May 7 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
Problems can be solved by selecting and developing an appropriate problem-solving plan or strategy.	<p>How do you know if your answer is reasonable?</p> <p>Is there more than one way to solve a problem?</p> <p>How do you determine the best problem solving strategy?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
<p>4.14The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>4.14C 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.</p> <p><i>Teacher Note: TAKS is 8 days from the beginning of this bundle. Please continue reviewing all TEKS in preparation for TAKS test.</i></p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. 	<p><i>Teacher Note: The purpose of this bundle is to prepare for the TAKS test. The resources listed on the next column are all activities that have been previously used. You may incorporate them again.</i></p> <p>PISD Fourth Grade Math TAKS Timeline</p> <p><u>Math Investigations</u></p> <p><u>Texas Curriculum Unit</u></p> <p>Selected Activities.</p>	<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Find the Strategy #183 Use A Strategy #184</p>

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<p>4.7The student uses organizational structures to analyze and describe patterns and relationships.</p> <p>4.7A Describe the relationship between two sets of related data such as ordered pairs in a table.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • evaluate two sets of related data presented in a variety of ways (ex: real-life situation, lists, tables, charts, graphic organizers including Venn diagrams and other diagrams) • generate a table with columns of paired numbers based on real life applications • identify patterns in a table (vertical and horizontal) of related number pairs based on real life applications • investigates the relationship between the related pair numbers • describe the pattern "What's the rule?" using mathematical words, numbers and symbols • use reasonableness to verify solution 		<p><u>Small Group Lessons/Centers</u></p> <p><u>AIRR</u> Table Tops #111 Follow the Rules #112 Don't Rule Me Out #113 It's Our Secret #114</p> <p><u>Navigating through Geometry</u> XO Pages 40 – 43</p>
<p>4.10 The student recognizes the connection between numbers and their properties and points on a number line.</p> <p>4.10A Locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • determine a strategy for locating and naming of whole numbers and fractional values (halves and fourths) and decimals (tenths such as .5) • locate and name points on a number line that may or may not begin with zero • locate and name points on a number line according to increments other than 1 (think skip counting) ex: (8, 15, ?, 29) • demonstrate an understanding of the relationship between the whole number and a fraction on a number line and ruler (customary and metric) • demonstrate an understanding of whole numbers on a number line with relationship to the vertical number line on the thermometer, the circular number line on a clock, etc. 		<p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Point The Way Alien Page 242 – 278</p>