

Math Essential Elements – 4th Grade
Curriculum Map by Quarter

	I Can Statements	Standards-Based Essential Elements	Activities/Formative Assessments
1 st Quarter	I can compare numbers up to 10 using greater than, less than, and equal to.	EE.4.NBT.2- Compare whole numbers to 10 using symbols (<, >, =).	-Use manipulatives to model comparing numbers to 10 with (<, >, =).
	I can round any whole number (0-30) to the nearest 10.	EE.4.NBT.3- Round any whole number (0-30) to the nearest ten.	-Use number lines to help students understand rounding with the visuals to support rounding up or down.
	I can add and subtract two-digit whole numbers.	EE.4.NBT.4- Add and subtract two-digit whole numbers.	-Continue to build add/subtraction fluency- TouchMath can be great for some kids.
	I can identify one half and one fourth. I can name (or sort) objects that show whole and half.	EE.4.NF.1-2. Identify models of one half (1/2) and one fourth (1/4). EE.4.NF.3- Differentiate between whole and half.	-Use fraction models or create them using construction paper.
	I can show how repeated addition and multiplication are related.	EE.4.OA.1-2- Demonstrate the connection between repeated addition and multiplication.	-Model repeated addition and link it to multiplication. Anchor charts are great for students to use as a visual.
	I can solve one-step real-world problems using addition or subtraction within 100. (You can take build up to this during this quarter for your students when writing I can statements)	EE.4.OA.3- Solve one-step real-world problems using addition or subtraction within 100.	-Make word problems relevant to the students with their interests and use their names.
	I can show one way to arrive at a product.	EE.4.OA.4- Show one way to arrive at a product.	-Students can show the product and the teacher can show another way they can get that same product.
	I can use repeating patterns to make predictions.	EE.4.OA.5- Use repeating patterns to make predictions.	-Repeating patterns are good to practice during math warm-ups.
	I can identify coins (penny, nickel, dime, and quarter).	EE.4.MD.2.d-Identify coins (penny, nickel, dime, quarter).	-Identify real and plastic coins so students can generalize the skill. Practice this during calendar time so students can earn “money” for a classroom store.

2 nd Quarter	I can represent data on a picture or bar graph given a model and a graph to complete.	EE.4.MD.4.a-Represent data on a picture or bar graph given a model and a graph to complete.	-Make graphs with students about their interests to let them use to answer questions.
	I can interpret data from a picture or bar graph.	EE.4.MD.4.b-Interpret data from a picture or bar graph.	
	I can tell time using a digital clock.	EE.4.MD.2.a-Tell time using a digital clock. Tell time to the nearest hour using an analog clock.	-Have a digital clock in the classroom for students to tell time (students can match the time if needed).
	I can tell time the nearest hour using an analog clock.		-Tell time to the hour on the analog clock; this is a good activity to incorporate into your schedule and transitioning between activities.
	I can identify the smaller measurement unit that comprises a larger unit by using inches/foot, centimeter/meter, minutes/hour).	EE.4.MD.1- Identify the smaller measurement unit that comprises a larger unit within a measurement system (inches/foot, centimeter/meter, minutes/hour).	-Measure objects in class and break them down using the smaller measurements (have a measuring scavenger hunt); breakdown the minutes in the hour of your scheduled learning activities).
	I can measure objects to compare lengths by using standard measurement.	EE.4.MD.2.c.-Use standard measurement to compare lengths of objects.	-Students can find objects to measure in the classroom and compare their lengths.
	I can measure mass or volume using standard measuring tools.	EE.4.MD.2.b- Measure mass or volume using standard tools.	-Have different measuring tools available for students to use; virtual tools are available if you need them. *Online website with some virtual math tools https://www.didax.com/math/virtual-manipulatives.html
	I can determine the area of a square or rectangle by counting units of measure (unit squares).	EE.4.MD.3-Determine the area of a square or rectangle by counting units of measure (unit squares).	-Unit squares can be measured using square manipulatives or food can be used to model area to engage students.
	I can recognize angles in geometric shapes.	EE.4.MD.5-Recognize angles in geometric shapes.	-Find angles in the classroom.
	I can identify angles as larger or smaller.	EE.4.MD.6- Identify angles as larger and smaller.	-Create angles using popsicle sticks to model large and small.
	I can recognize parallel lines and intersecting lines.	EE.4.G.1-Recognize parallel lines and intersecting lines.	-Show parallel lines and intersecting lines with popsicle sticks or painter's tape.
	I can describe the defining attributes of two-dimensional shapes.	EE.4.G.2- Describe the defining attributes of two-dimensional shapes.	-Have core words available for students to use to describe 2-D shapes.
	I can recognize that lines of symmetry partition shapes into equal areas.	EE.4.G.3-Recognize that lines of symmetry partition shapes into equal areas.	-Practice using lines of symmetry to partition shapes; use popsicle sticks with shapes for students to practice.

3 rd Quarter	I can compare numbers up to 10 using greater than, less than, and equal to.	EE.4.NBT.2- Compare whole numbers to 10 using symbols (<, >, =).	-Use manipulatives to model comparing numbers to 10 with (<, >, =).
	I can round any whole number 0-30 to the nearest 10.	EE.4.NBT.3- Round any whole number (0-30) to the nearest ten.	-Use number lines to help students understand rounding with the visuals to support rounding up or down.
	I can add and subtract two-digit whole numbers.	EE.4.NBT.4- Add and subtract two-digit whole numbers.	-Continue to build add and subtraction fluency. Touch Math can be great for some students.
	I can identify one half and one fourth. I can name (or sort) objects that show whole and half.	EE.4.NF.1-2. Identify models of one half (1/2) and one fourth (1/4). EE.4.NF.3- Differentiate between whole and half.	-Use fraction models or create them using construction paper.
	I can show how repeated addition and multiplication are related.	EE.4.OA.1-2- Demonstrate the connection between repeated addition and multiplication.	-Model repeated addition and link it to multiplication. Anchor charts are great for students to use as a visual.
	I can solve one-step real-world problems using addition or subtraction within 100. (You can take build up to this during this quarter for your students when writing I can statements)	EE.4.OA.3- Solve one-step real-world problems using addition or subtraction within 100.	-Make word problems relevant to the students with their interests and using their names.
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	I can identify coins (penny, nickel, dime, and quarter).	EE.4.MD.2.d-Identify coins (penny, nickel, dime, quarter).	-Identify coins and plastic coins so students can generalize the skill. Practice during calendar time and students can earn "money" for a classroom store.

Embedded Throughout the Year:
-Work on fluency of solving addition and subtraction problems within 100.
-Work on fluency of solving multiplication problems.
-Telling time to the hour and half-hour.
-Identifying money and counting combinations of money.

4 th Quarter	I can represent data on a picture or bar graph given a model and a graph to complete. I can interpret data from a picture or bar graph.	EE.4.MD.4.a-Represent data on a picture or bar graph given a model and a graph to complete. EE.4.MD.4.b-Interpret data from a picture or bar graph.	-Make graph with students about their interests to and let them use that graph to answer questions.
	I can tell time using a digital clock. I can tell time the nearest hour using an analog clock.	EE.4.MD.2.a-Tell time using a digital clock. Tell time to the nearest hour using an analog clock.	-Have a digital clock in the classroom for students to tell time (students can match the time if needed). -Tell time to the hour on the analog clock; this is a good activity to incorporate into your schedule and transitioning between activities.
	I can identify the smaller measurement unit that comprises a larger unit by using inches/foot, centimeter/meter, minutes/hour).	EE.4.MD.1- Identify the smaller measurement unit that comprises a larger unit within a measurement system (inches/foot, centimeter/meter, minutes/hour).	-Measure objects in class and break them down using the smaller measurements (have a measuring scavenger hunt; breakdown the minutes in the hour of the scheduled learning activities).
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	I can identify angles as larger or smaller.	EE.4.MD.6- Identify angles as larger and smaller.	-Create angles using popsicle sticks to model large and small.
	I can recognize parallel lines and intersecting lines.	EE.4.G.1-Recognize parallel lines and intersecting lines.	-Show parallel lines and intersecting lines with popsicle sticks or painter's tape.
	I can describe the defining attributes of two-dimensional shapes.	EE.4.G.2- Describe the defining attributes of two-dimensional shapes.	-Have core words available for students to use to describe 2-D shapes.
	I can recognize that lines of symmetry partition shapes into equal areas.	EE.4.G.3-Recognize that lines of symmetry partition shapes into equal areas.	-Practice using lines of symmetry to partition shape. Use popsicle sticks with shapes for students to practice.