

Operations &

Algebraic Thinking

4th Grade—"I Can Do Math"

I can use the four operations (+, -, x, /) to help me solve problems.

4.OA.1.a □ I can understand that multiplication equations can be seen as comparisons of groups (e.g. $24 = 4 \times 6$ can be thought of as 4 groups of 6 or 6 groups of 4).

4.OA.2.a □ I can multiply or divide to solve word problems by using drawings or writing equations and solving for a missing number.

4.OA.5.b □ I can use the Commutative property of multiplication (I know that if $6 \times 4 = 24$, then $4 \times 6 = 24$).

I can use the four operations (+, -, x, /) to help me understand math.

4.OA.3.a □ I can determine how reasonable my answers to word problems are by using estimation, mental math, and rounding.

I can become familiar with factors and multiples

4.OA.4.b □ I can find all factor pairs for a whole number from 1 to 100.

4.OA.4.b □ I can recognize a whole number as a multiple of each of its factors.

4.OA.4.b □ I can determine whether a whole number from 1 to 100

is a multiple of a given one-digit number.

4.OA.4.b □ I can determine whether a given whole number up to



Numbers †

Operations in Base 10

4th Grade—"I Can Do Math"

I can use place value to help me understand larger numbers.

4.NBT.1.a □ I can recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.2.a □ I can read and write larger whole numbers using numerals, words, and in expanded form.

4.NBT.2.a □ I can compare two larger numbers by using what I know about the values in each place.

4.NBT.2.a □ I can compare two larger numbers and use the symbols $>$, $=$, and $<$ to show the comparison.

4.NBT.2.a □ I can round larger whole numbers to any place.

I can use what I know about place value and operations (+, −, ×, /) to solve problems with larger numbers.

4.NBT.4.b □ I can add and subtract larger numbers.

4.NBT.5.b □ I can multiply a whole number up to four digits by a one-digit whole number.

4.NBT.5.b □ I can multiply two, two-digit numbers.

4.NBT.5.b □ I can illustrate and explain how to multiply larger numbers by using equations, arrays, or models.

4.NBT.6.b □ I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.

4.NBT.6.b □ I can illustrate and explain how to divide larger numbers by using equations, arrays, or models.

Numbers &

Operations (Fractions)

4th Grade—"I Can Do Math"

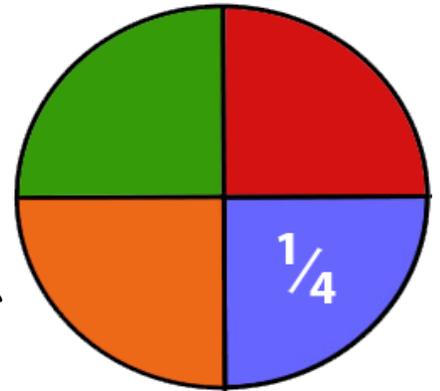
I can improve my understanding of fractions.

4.NF.1.a □ I can explain (and show models for) why multiplying a numerator and a denominator by the same number does not change the value of a fraction.

4.NF.1.a □ I can recognize and generate equivalent fractions based on my knowledge of numerators and denominators.

4.NF.2.a □ I can compare two fractions with different numerators and different denominators by creating common denominators or numerators or by comparing them to a benchmark fraction like one-half.

4.NF.2.a □ I can recognize that comparisons of fractions are valid only when the two fractions refer to the same whole.



I can understand how fractions and decimals are related.

4.NF.5.c □ I can show a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 in order to add the two fractions.

4.NF.6.c □ I can use decimals to show fractions with denominators of 10 and 100.

4.NF.7.c □ I can compare two decimals to hundredths by reasoning about their size and realizing that the comparison is only true if the two decimals refer to the same whole.

4.NF.7.c □ I can compare decimals using the symbols $>$, $+$, and $<$, and justify the comparisons by using models.

Numbers & Operations

(Fractions) (cont.)

4th Grade—"I Can Do Math"

I can build fractions from unit fractions.

4.NF.3.b □ I can understand a fraction a/b , with $a \leq b$, as a sum of fractions $1/b$.

4.NF.b.3.a □ I can understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

4.NF.b.3.b □ I can decompose a fraction into a sum of fractions with the same denominator in more than one way and justify my work using models.

4.NF.b.3.c □ I can add and subtract mixed numbers with like denominators.

4.NF.b.3.d □ I can solve word problems involving addition and subtraction of fractions that refer to the same whole and that have like denominators.

4.NF.4.b □ I can apply my understanding of multiplication to multiply a fraction by a whole number.

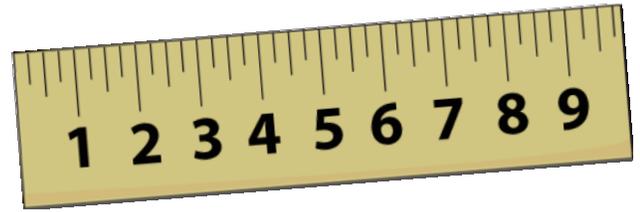
4.NF.b.4.a □ I can understand a fraction a/b as a multiple of $1/b$ (e.g. I know that $5/4$ is the product of $5 \times (1/4)$).

4.NF.b.4.b □ I can understand a multiple of a/b as a multiple of $1/b$ and use that knowledge to multiply a fraction by a whole number (e.g. $n \times (a/b) = (n \times a)/b$).

4.NF.b.4.c □ I can solve word problems involving multiplication of a fraction by a whole number.

Measurement &

Data



4th Grade—"I Can Do Math"

I can solve problems involving measurement and conversion of measurements.

4.MD.1.a □ I can show that I know the relative size of measurement units within one system of units (including km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec)

4.MD.1.a □ I can show the measurements in a larger unit in terms of smaller units and record these in a table.

4.MD.2.a □ I can use the four operations (+, -, x, /) to solve word problems involving measurement.

4.MD.2.a □ I can solve measurement problems involving simple fractions and decimals.

4.MD.2.a □ I can solve problems that ask me to express measurements given in a larger unit in terms of a smaller unit.

4.MD.2.a □ I can show measurement quantities using diagrams that involve a measurement scale (e.g. a number line).

4.MD.3.a □ I can use what I know about area and perimeter to solve real world problems involving rectangles.

I can represent and interpret data.

4.MD.4.b □ I can make a line plot to show a data set of measurements involving fractions.

4.MD.4.b □ I can solve problems involving addition and subtraction of fractions by using information shown in line plots.

Measurement &

Data (cont.)

4th Grade—"I Can Do Math"

I can understand the concept of measurement in geometry with regard to angles.

4.MD.5.c □ I can recognize angles as geometric shapes where two rays share a common endpoint.

4.MD. 5.c □ I can understand concepts of angle measurement.

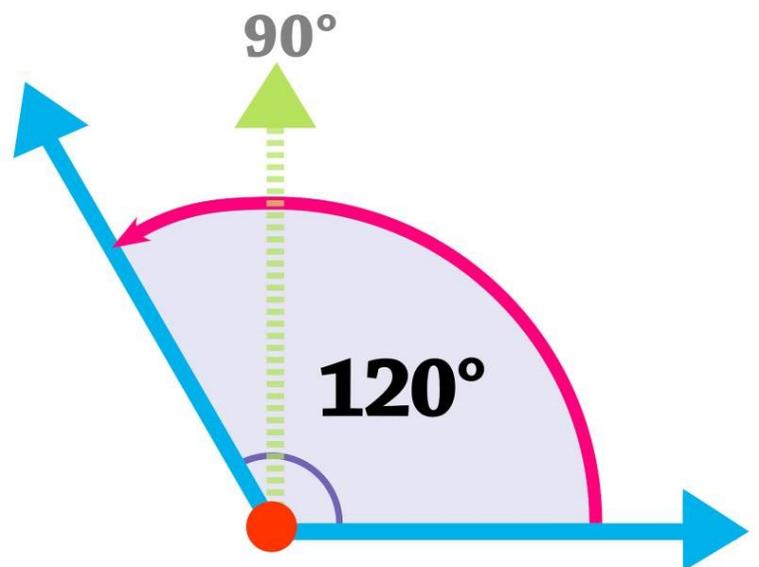
4.MD. 5.c.a □ I can understand that angles are measured with reference to a 360 degree circle, with it's center at the common endpoint of the rays.

4.MD. 5.c.b □ I can understand that an angle that turns through n one-degree angles is said to have an angle measurement of n degrees.

4.MD. 6.c □ I can use a protractor to measure and sketch angles

in whole-number degrees.

4.MD. 7.c □ I can solve real-world and mathematical addition and subtraction problems to find unknown angles.



Geometry

4th Grade—"I Can Do Math"

I can use geometry to help me understand math.

4.G.1.a □ I can identify and draw points, lines, line segments, rays, angles, and perpendicular/ parallel lines.

4.G.2.a □ I can classify two-dimensional shapes based on what I know about their geometrical attributes.

4.G.2.a □ I can recognize and identify right triangles.

4.G.3.a □ I can recognize, identify, and draw lines of symmetry.

