

SUMMER SUCCESS: MATH © 2000

correlated to

Arkansas
Mathematics Curriculum
Framework
Grades 4 & 6



YOUR ARKANSAS GREAT SOURCE REPRESENTATIVES

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Grade 4

Week 1

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<p>Monday</p> <p>Number Names, page 14</p>	<p>NO.1.4.1 Recognize <i>equivalent</i> representations for the same <i>whole number</i> and generate them by <i>composing</i> and <i>decomposing</i> numbers</p> <p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>A.5.4.3 Use a <i>variable</i> to represent an unknown quantity in a number sentence involving contextual situations and find the value</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p>

Summer Success: Math Grade 4 Teacher's Edition Week 1	Student Learning Expectations, Grade 4
Number Names, page 14 (continued)	<p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots, pictographs</i> and <i>bar graphs</i></p>
Practice, page 17	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology, computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>A.4.4.3 Determine the relationship between sets of numbers by selecting the rule</p>
Assessment, page 8	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>M.12.4.1 Recognize that 60 seconds equals 1 minute</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p> <p>M.13.4.2 Solve problems involving conversions between minutes and hours</p>

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<p>Tuesday</p> <p>Number Names, page 18</p>	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to $12/12$</p> <p>NO.2.4.1 Develop an understanding of the <i>associative</i> and zero properties of multiplication using objects</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-digit addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>A.5.4.3 Use a <i>variable</i> to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value</p> <p>G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p> <p>M.12.4.1 Recognize that 60 seconds equals 1 minute</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p> <p>M.13.4.2 Solve problems involving conversions between minutes and hours</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p>

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Number Names, page 18 (continued)	<p>M.13.4.10 Use <i>strategies</i> for finding the <i>area</i> of a rectangle</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.16.4.1 Make predictions for a given set of <i>data</i></p>
Game, page 21	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p>
Practice, page 22	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>A.5.4.3 Use a <i>variable</i> to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value</p>

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Make & Take, page 25	NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)
Assessment, page 8	NO.2.4.2 Apply <i>number theory</i> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems
Wednesday Number Names, page 26	NO.1.4.1 Recognize <i>equivalent</i> representations for the same <i>whole number</i> and generate them by <i>composing</i> and <i>decomposing</i> numbers NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving) NO.2.4.2 Apply <i>number theory</i> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results M.12.4.3 Use the relationship among units of measurement M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system

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Number Names, page 26 (continued)	<p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.16.4.1 Make predictions for a given set of <i>data</i></p>
Game, page 21	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p>
Practice, page 27	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p>

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Practice, page 27 (continued)	<p>G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide (translation)</i>, <i>flip (reflection)</i> or <i>turn (rotation)</i> and justify the answer</p> <p>M.12.4.1 Recognize that 60 seconds equals 1 minute</p> <p>M.13.4.2 Solve problems involving conversions between minutes and hours</p> <p>M.13.4.4 Determine <i>elapsed time</i> in contextual situations to five-minute intervals with beginning time unknown</p>
Make & Take, page 28	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p>
Assessment, page 9	<p>G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide (translation)</i>, <i>flip (reflection)</i> or <i>turn (rotation)</i> and justify the answer</p> <p>M.13.4.5 Apply money concepts in contextual situations</p>
<p>Thursday</p> <p>Number Names, page 29</p>	<p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • <i>two-digit</i> by <i>two-digit</i> multiplication (larger numbers with <i>technology</i>) • up to <i>three-digit</i> by <i>two-digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations

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Number Names, page 29 (continued)	<p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.4.4.1 Identify a number that is more or less than any <i>whole number</i> using <i>multiples</i> of 10, 100 and/or 1000</p> <p>A.4.5.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> ($>$, $<$, $=$, \neq)</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>
Game, page 30	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> ($<$, $>$, $=$)</p> <p>A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> ($>$, $<$, $=$, \neq)</p>

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Practice, page 31	<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p> <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p>
Make & Take, page 32	<p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p>
Assessment, page 9	<p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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<p>Friday</p> <p>Number Names, page 33</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible</i> by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, <i>price</i>, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • <i>two-digit</i> by <i>two-digit</i> multiplication (larger numbers with <i>technology</i>) • up to <i>three-digit</i> by <i>two-digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation of products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.4.4.3 Determine the relationship between sets of numbers by selecting the rule</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.4 Determine <i>elapsed time</i> in contextual situations to five-minute intervals with beginning time unknown</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p>

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Number Names, page 33 (continued)	DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i> , <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one DAP.16.4.1 Make predictions for a given set of <i>data</i>
Game, page 30	NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving) NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =) A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> (>, <, =, ≠)
Practice, page 34	NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =) NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i> , <i>computational fluency</i> in multi- <i>digit</i> addition and subtraction in <i>contextual problems</i> NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> (>, <, =, ≠) G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon
Make & Take, page 35	M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i> M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units

Week 2

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<p>Monday</p> <p>Number Names, page 38</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p> <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation of products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p>

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Number Names, page 38 (continued)	<p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>A.5.4.1 Select and/or write number sentences (<i>equations</i>) to find the unknown in problem-solving contexts involving <i>two-digit</i> by <i>one-digit</i> division using appropriate labels</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p>
Game, page 39	<p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p>

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Practice, page 40	<p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.5.4.1 Select and/or write number sentences (<i>equations</i>) to find the unknown in problem-solving contexts involving <i>two-digit</i> by <i>one-digit</i> division using appropriate labels</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p>
Make & Take, page 41	<p>G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide</i> (<i>translation</i>), <i>flip</i> (<i>reflection</i>) or <i>turn</i> (<i>rotation</i>) and justify the answer</p>
Assessment, page 36	<p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, <i>price</i>, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • <i>two-digit</i> by <i>two-digit</i> multiplication (larger numbers with <i>technology</i>) • up to <i>three-digit</i> by <i>two-digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations

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Assessment, page 36 (continued)	<p>G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p> <p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p>
<p>Tuesday Number Names, page 42</p>	<p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • <i>two-digit</i> by <i>two-digit</i> multiplication (larger numbers with <i>technology</i>) • up to <i>three-digit</i> by <i>two-digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.13.4.1 Using a calendar to determine <i>elapsed time</i> from month to month</p>

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Number Names, page 42 (continued)	<p>M.13.4.5 Apply money concepts in contextual situations</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.16.4.1 Make predictions for a given set of <i>data</i></p>
Game, page 39	<p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p>
Practice, page 43	<p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p>

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Practice, page 43 (continued)	<p>M.12.4.1 Recognize that 60 seconds equals 1 minute</p> <p>M.13.4.2 Solve problems involving conversions between minutes and hours</p> <p>M.13.4.4 Determine <i>elapsed time</i> in contextual situations to five-minute intervals with beginning time unknown</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p>
Make & Take, page 44	<p>G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide</i> (<i>translation</i>), <i>flip</i> (<i>reflection</i>) or <i>turn</i> (<i>rotation</i>) and justify the answer</p>
Assessment, page 36	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p>
<p>Wednesday</p> <p>Number Names, page 45</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p>

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Number Names, page 45 (continued)	<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.5.4.1 Select and/or write number sentences (<i>equations</i>) to find the unknown in problem-solving contexts involving two-<i>digit</i> by one-<i>digit</i> division using appropriate labels</p> <p>A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> ($>$, $<$, $=$, \neq)</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide</i> (<i>translation</i>), <i>flip</i> (<i>reflection</i>) or <i>turn</i> (<i>rotation</i>) and justify the answer</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p> <p>M.13.4.2 Solve problems involving conversions between minutes and hours</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.16.4.1 Make predictions for a given set of <i>data</i></p>

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Game, page 46	<p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-digit addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p>
Practice, page 47	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-digit addition and subtraction in <i>contextual problems</i></p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p>
Make & Take, page 48	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p>
Assessment, page 37	<p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> (>, <, =, ≠)</p>

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<p>Thursday</p> <p>Number Names, page 49</p>	<p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>NO.2.4.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>A.5.4.1 Select and/or write number sentences (<i>equations</i>) to find the unknown in problem-solving contexts involving two-<i>digit</i> by one-<i>digit</i> division using appropriate labels</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.4 Determine <i>elapsed time</i> in contextual situations to five-minute intervals with beginning time unknown</p> <p>M.13.4.5 Apply money concepts in contextual situations</p>

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Number Names, page 49 (continued)	<p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots, pictographs</i> and <i>bar graphs</i></p>
Game, page 46	<p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology, computational fluency</i> in multi-digit addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p>
Practice, page 50	<p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple, factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates, price, rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.5.4.3 Use a <i>variable</i> to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value</p>
Make & Take, page 51	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p>
Assessment, page 37	<p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p>

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<p>Friday</p> <p>Number Names, page 52</p>	<p>NO.2.4.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>A.5.4.3 Use a <i>variable</i> to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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Game, pages 21, 30, 39, 46	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> (>, <, =, ≠)</p>

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Practice, page 53	<p>NO.1.4.1 Recognize <i>equivalent</i> representations for the same <i>whole number</i> and generate them by <i>composing</i> and <i>decomposing</i> numbers</p> <p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p>

Week 3

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<p>Monday</p> <p>Number Names, page 56</p>	<p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships

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Number Names, page 56 (continued)	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.16.4.1 Make predictions for a given set of <i>data</i></p>
Game, page 57	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p>

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Practice, page 58	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p>
Make & Take, page 59	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation of products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>
Assessment, page 54	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p>

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<p>Tuesday</p> <p>Number Names, page 60</p>	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.16.4.1 Make predictions for a given set of <i>data</i></p>

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Game, page 57	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p>
Practice, page 61	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation of products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>M.13.4.10 Use <i>strategies</i> for finding the <i>area</i> of a rectangle</p>

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Make & Take, page 62	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>
Assessment, page 54	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p>
<p>Wednesday Number Names, page 63</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p>

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<p>Number Names, page 63 (continued)</p>	<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p>
<p>Game, page 64</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> (>, <, =, ≠)</p>

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Practice, page 65	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p> <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p>
Make & Take, page 66	<p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>
Assessment, page 55	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p>

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<p>Thursday</p> <p>Number Names, page 67</p>	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible</i> by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • <i>two-digit</i> by <i>two-digit</i> multiplication (larger numbers with <i>technology</i>) • up to <i>three-digit</i> by <i>two-digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>G.8.4.5 Classify angles relative to 90° as more than, less than or equal to</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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Game, page 64	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> (>, <, =, ≠)</p>
Practice, page 68	<p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p>
Make & Take, page 69	<p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>
Assessment, page 55	<p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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<p>Friday</p> <p>Number Names, page 70</p>	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.7 Write an <i>equivalent</i> decimal for a given fraction relating to money</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.5.4.1 Select and/or write number sentences (<i>equations</i>) to find the unknown in problem-solving contexts involving <i>two-digit</i> by <i>one-digit</i> division using appropriate labels</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.11.4.2 Create new figures by combining and subdividing models of existing figures in <i>multiple</i> ways and record results in a table</p> <p>M.12.4.1 Recognize that 60 seconds equals 1 minute</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p> <p>M.13.4.10 Use <i>strategies</i> for finding the <i>area</i> of a rectangle</p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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Game, pages 39, 46, 57, 64	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> (>, <, =, ≠)</p>

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Practice, page 71	<p>NO.2.4.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p> <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>M.13.4.1 Using a calendar to determine <i>elapsed time</i> from month to month</p> <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p>

Week 4

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<p>Monday</p> <p>Number Names, page 74</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p>

Summer Success: Math Grade 4 Teacher's Edition Week 4	Student Learning Expectations, Grade 4
Number Names, page 74 (continued)	<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.12.4.4 Create and complete a conversion table to show relationships between units of measurement in the same system</p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p>
Game, page 75	<p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p>

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Practice, page 76	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.10 Use <i>strategies</i> for finding the <i>area</i> of a rectangle</p>
Make & Take, page 77	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>
Assessment, page 72	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations

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<p>Tuesday Number Names, page 78</p>	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.7 Write an <i>equivalent</i> decimal for a given fraction relating to money</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.13.4.4 Determine <i>elapsed time</i> in contextual situations to five-minute intervals with beginning time unknown</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p>
<p>Game, page 75</p>	<p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p>

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Practice, page 79	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>M.13.4.5 Apply money concepts in <i>contextual situations</i></p>
Make & Take, page 80	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>
Assessment, page 72	<p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p>

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<p>Wednesday Number Names, page 81</p>	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide</i> (<i>translation</i>), <i>flip</i> (<i>reflection</i>) or <i>turn</i> (<i>rotation</i>) and justify the answer</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>
<p>Game, page 82</p>	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • <i>two-digit</i> by <i>two-digit</i> multiplication (larger numbers with <i>technology</i>) • up to <i>three-digit</i> by <i>two-digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation of products</i> and <i>quotients</i> in appropriate situations • relationships between operations

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Practice, page 83	<p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>M.13.4.8 <i>Estimate</i> and measure length, <i>capacity/volume</i> and <i>mass</i> using appropriate customary and metric units</p> <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p> <p>DAP.17.4.3 Find all possible combinations of two or three sets of objects</p>
Make & Take, page 84	<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>
Assessment, page 73	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations

<p>Summer Success: Math Grade 4 Teacher’s Edition Week 4</p>	<p>Student Learning Expectations, Grade 4</p>
<p>Thursday Number Names, page 85</p>	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p> <p>DAP.17.4.3 Find all possible combinations of two or three sets of objects</p>

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Game, page 82	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations
Practice, page 86	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>M.13.4.4 Determine <i>elapsed time</i> in contextual situations to five-minute intervals with beginning time unknown</p> <p>M.13.4.5 Apply money concepts in <i>contextual situations</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>
Make & Take, page 87	<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>

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Assessment, page 73	<p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology, computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation of products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>
Friday Number Names, page 88	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.7 Write an <i>equivalent</i> decimal for a given fraction relating to money</p> <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology, computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation of products</i> and <i>quotients</i> in appropriate situations • relationships between operations

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Number Names, page 88 (continued)	<p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.2 Solve problems involving conversions between minutes and hours</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>
Game, pages 57, 64, 75, 82	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.3 Use mathematical language and symbols to compare and order any <i>whole numbers</i> with and without appropriate <i>technology</i> (<, >, =)</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships

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Game, pages 57, 64, 75, 82 (continued)	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>A.5.4.2 Express mathematical relationships using simple <i>equations</i> and <i>inequalities</i> (>, <, =, ≠)</p> <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p>
Practice, page 89	<p>NO.1.4.1 Recognize <i>equivalent</i> representations for the same <i>whole number</i> and generate them by <i>composing</i> and <i>decomposing</i> numbers</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p>

Week 5

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<p>Monday</p> <p>Number Names, page 92</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and divisible by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships

Summer Success: Math Grade 4 Teacher's Edition Week 5	Student Learning Expectations, Grade 4
Number Names, page 92 (continued)	<p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p>
Game, page 93	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>M.12.4.3 Use the relationship among units of measurement</p>

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Practice, page 94	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p> <p>M.13.4.10 Use <i>strategies</i> for finding the <i>area</i> of a rectangle</p>
Make & Take, page 95	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p>

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Assessment, page 90	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p> <p>NO.1.4.5 Utilize models, benchmarks, and <i>equivalent</i> forms to recognize that the size of the whole determines the size of the fraction</p> <p>NO.1.4.7 Write an <i>equivalent</i> decimal for a given fraction relating to money</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p>
<p>Tuesday Number Names, page 96</p>	<p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.12.4.3 Use the relationship among units of measurement</p>

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Number Names, page 96 (continued)	<p>M.13.4.5 Apply money concepts in contextual situations</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p>
Game, page 93	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>M.12.4.3 Use the relationship among units of measurement</p>
Practice, page 97	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p>
Make & Take, page 98	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations
Make & Take, page 98 (continued)	<p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p>

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Assessment, page 90	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p> <p>NO.1.4.5 Utilize models, benchmarks, and <i>equivalent</i> forms to recognize that the size of the whole determines the size of the fraction</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p>
<p>Wednesday</p> <p>Number Names, page 99</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide</i> (<i>translation</i>), <i>flip</i> (<i>reflection</i>) or <i>turn</i> (<i>rotation</i>) and justify the answer</p>

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Number Names, page 99 (continued)	<p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>
Game, page 100	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p>
Practice, page 101	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p>
Make & Take, page 102	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p>
Assessment, page 91	<p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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<p>Thursday</p> <p>Number Names, page 103</p>	<p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>
<p>Game, page 100</p>	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p>

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Practice, page 104	<p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide</i> (<i>translation</i>), <i>flip</i> (<i>reflection</i>) or <i>turn</i> (<i>rotation</i>) and justify the answer</p>
Make & Take, page 105	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p>
Assessment, page 91	<p>G.9.4.1 Determine the result of a <i>transformation</i> of a <i>two-dimensional</i> figure as a <i>slide</i> (<i>translation</i>), <i>flip</i> (<i>reflection</i>) or <i>turn</i> (<i>rotation</i>) and justify the answer</p>
<p>Friday</p> <p>Number Names, page 106</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p> <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p>

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Number Names, page 106 (continued)	<p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>M.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>
Game, pages 75, 82, 93, 100	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>M.12.4.3 Use the relationship among units of measurement</p> <p>DAP.17.4.2 Conduct simple <i>probability</i> experiments, record the <i>data</i> and draw conclusions about the likelihood of possible <i>outcome</i> (roll number <i>cubes</i>, pull tiles from a bag, spin spinner, or determine the fairness of the game)</p>

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Practice, page 107	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>M.13.4.4 Determine <i>elapsed time</i> in contextual situations to five-minute intervals with beginning time unknown</p>

Week 6

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<p>Monday</p> <p>Number Names, page 110</p>	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.8 Write a fraction that is <i>equivalent</i> to a given fraction with the use of models</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in <i>multi-digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p>

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Number Names, page 110 (continued)	<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p>
Practice, page 112	<p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p> <p>G.10.4.1 Locate and identify points on a <i>coordinate grid</i> and name the <i>ordered pair</i> (<i>quadrant</i> one only) using common language and geometric vocabulary (horizontal and vertical)</p>
Make & Take, page 113	<p>G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p>

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Assessment, page 108	<p>NO.1.4.7 Write an <i>equivalent</i> decimal for a given fraction relating to money</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology, computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations
<p>Tuesday</p> <p>Number Names, page 114</p>	<p>NO.1.4.1 Recognize <i>equivalent</i> representations for the same <i>whole number</i> and generate them by <i>composing</i> and <i>decomposing</i> numbers</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple, factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology, computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology, computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.5.4.1 Select and/or write number sentences (<i>equations</i>) to find the unknown in problem-solving contexts involving two-<i>digit</i> by one-<i>digit</i> division using appropriate labels</p> <p>A.5.4.3 Use a <i>variable</i> to represent an unknown quantity in a number sentence involving <i>contextual situations</i> and find the value</p>

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Number Names, page 114 (continued)	<p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>
Practice, page 115	<p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays</i> (<i>area</i> model), combinations and multiplicative comparison</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>A.4.4.2 Use repeating and growing numeric and geometric <i>patterns</i> to make predictions and solve problems</p> <p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p>
Make & Take, page 116	<p>G.8.4.1 Identify, describe and classify <i>three-dimensional</i> solids by properties including the number of <i>vertices</i>, <i>edges</i>, and shapes of <i>faces</i> using models</p>
Assessment, page 108	<p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>M.13.4.7 Use appropriate customary and metric measurement tools for length, <i>capacity</i> and <i>mass</i></p>

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<p>Wednesday</p> <p>Number Names, page 117</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-digit addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-digit by two-digit multiplication (larger numbers with <i>technology</i>) • up to three-digit by two-digit division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an <i>angle</i>, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.5 Apply money concepts in contextual situations</p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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<p>Game, pages 82, 93, 100, 111</p>	<p>NO.1.4.6 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare decimals to hundredths (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.3.4.2 Demonstrate fluency with combinations for multiplication and division facts (12 x 12) and use these combinations to mentally compute related problems</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>M.12.4.3 Use the relationship among units of measurement</p>
<p>Practice, page 118</p>	<p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible</i> by in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>M.13.4.2 Solve problems involving conversions between minutes and hours</p> <p>M.13.4.4 Determine <i>elapsed time</i> in contextual situations to five-minute intervals with beginning time unknown</p>

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Make & Take, page 119	<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations
Assessment, page 109	<p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p> <p>M.12.4.3 Use the relationship among units of measurement</p>
<p>Thursday Number Names, page 120</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.3 Use conventional mathematical symbols to write <i>equations</i> for <i>contextual problems</i> involving multiplication</p> <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p> <p>M.12.4.3 Use the relationship among units of measurement</p> <p>M.13.4.5 Apply money concepts in contextual situations</p>
Number Names, page 120 (continued)	<p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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Practice, page 121	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>G.8.4.2 Identify regular and <i>irregular polygons</i> including octagon</p> <p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p> <p>G.13.4.9 Use <i>strategies</i> for finding the <i>perimeter</i> of a rectangle</p>
Make & Take, page 122	<p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations
Assessment, page 109	<p>NO.3.4.5 Use <i>estimation strategies</i> to solve problems and judge the reasonableness of the answer</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>DAP.14.4.1 Create a <i>data</i> collection plan after being given a topic and collect, organize, display, describe and interpret simple <i>data</i> using <i>frequency tables</i> or <i>line plots</i>, <i>pictographs</i> and <i>bar graphs</i></p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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<p>Friday</p> <p>Number Names, page 123</p>	<p>NO.1.4.2 Use the <i>place value</i> structure of the base ten number system and be able to represent and compare <i>whole numbers</i> to millions (using models, illustrations, symbols, <i>expanded notation</i> and problem solving)</p> <p>NO.2.4.2 Apply <i>number theory</i></p> <ul style="list-style-type: none"> • determine if any number is <i>even</i> or <i>odd</i> • use the terms <i>multiple</i>, <i>factor</i>, and <i>divisible by</i> in an appropriate context • generate and use <i>divisibility</i> rules for 2, 5, and 10 • demonstrate various multiplication & division relationships <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, <i>price</i>, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.1 Demonstrate, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multi-<i>digit</i> addition and subtraction in <i>contextual problems</i></p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation</i> of <i>products</i> and <i>quotients</i> in appropriate situations • relationships between operations <p>NO.3.4.4 Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools</p> <p>A.6.4.1 Create a chart or table to organize given information and to understand relationships and explain the results</p> <p>G.8.4.3 Identify, draw, and describe a <i>line</i>, <i>line segment</i>, a <i>ray</i>, an angle, <i>intersecting</i>, <i>perpendicular</i>, and <i>parallel lines</i></p> <p>G.8.4.4 Identify and describe <i>intersecting</i>, <i>perpendicular</i> and <i>parallel lines</i> in problem solving context</p> <p>M.12.4.3 Use the relationship among units of measurement</p>
<p>Number Names, page 123 (continued)</p>	<p>M.13.4.5 Apply money concepts in contextual situations</p> <p>DAP.15.4.1 Represent and interpret <i>data</i> using <i>pictographs</i>, <i>bar graphs</i> and <i>line graphs</i> in which symbols or intervals are greater than one</p>

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Practice, page 124	<p>NO.1.4.4 Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of <i>whole numbers</i>, using models up to 12/12</p> <p>NO.2.4.4 Represent and explain division as measurement and partitive division including equal groups, related <i>rates</i>, price, <i>rectangular arrays (area model)</i>, combinations and multiplicative comparison</p> <p>NO.3.4.3 Attain, with and without appropriate <i>technology</i>, <i>computational fluency</i> in multiplication and division using <i>contextual problems</i> using</p> <ul style="list-style-type: none"> • two-<i>digit</i> by two-<i>digit</i> multiplication (larger numbers with <i>technology</i>) • up to three-<i>digit</i> by two-<i>digit</i> division (larger numbers with <i>technology</i>) • <i>strategies</i> for multiplication and dividing numbers • performance of operations in more than one way • <i>estimation of products</i> and <i>quotients</i> in appropriate situations • relationships between operations



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Grade 6

Week 1

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<p>Monday</p> <p>Number Names, page 14</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>G.8.6.3 Identify, describe, draw, and classify triangles as <i>equilateral</i>, <i>isosceles</i>, <i>scalene</i>, <i>right</i>, <i>acute</i>, <i>obtuse</i>, and <i>equiangular</i></p> <p>M.12.6.1 Identify and select appropriate units and tools from both systems to measure</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.1 Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population</p>
<p>Practice, page 17</p>	<p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>G.8.6.4 Draw, label and determine relationships among the <i>radius</i>, <i>diameter</i>, <i>center</i> and <i>circumference</i> (e.g. <i>radius</i> is half the diameter) of a circle</p>
<p>Assessment, page 8</p>	<p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p>

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<p>Tuesday</p> <p>Number Names, page 18</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>A.5.6.2 Write simple <i>algebraic expressions</i> using appropriate operations (+, -, x, /) with one <i>variable</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.1 Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population</p>
<p>Game, page 21</p>	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p>

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Practice, page 22	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>
Make & Take, page 25	<p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p>
Assessment, page 8	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p>
<p>Wednesday Number Names, page 26</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.1 Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population</p>

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Game, page 21	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p>
Practice, page 27	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>
Make & Take, page 28	<p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p>
Assessment, page 9	<p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p>
Thursday Number Names, page 29	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p>

Summer Success: Math Grade 6 Teacher's Edition Week 1	Student Learning Expectations, Grade 6
Number Names, page 29 (continued)	<p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>A.5.6.2 Write simple <i>algebraic expressions</i> using appropriate operations (+, -, x, /) with one <i>variable</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p>
Game, page 30	<p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p>
Practice, page 31	<p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>DAP.17.6.1 Distinguish between <i>theoretical</i> and <i>experimental probability</i></p>
Make & Take, page 32	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p>
Assessment, page 9	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p>

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<p>Friday</p> <p>Number Names, page 33</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>A.4.6.1 Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations</p> <p>A.5.6.2 Write simple <i>algebraic expressions</i> using appropriate operations (+, -, x, /) with one <i>variable</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.15.6.1 Interpret graphs such as <i>double line graphs</i> and circle graphs</p>
<p>Game, page 30</p>	<p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p>
<p>Practice, page 34</p>	<p>A.4.6.1 Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations</p>
<p>Make & Take, page 35</p>	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p>

Week 2

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<p>Monday</p> <p>Number Names, page 38</p>	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>A.5.6.2 Write simple <i>algebraic expressions</i> using appropriate operations (+, -, x, /) with one <i>variable</i></p> <p>G.8.6.3 Identify, describe, draw, and classify triangles as <i>equilateral, isosceles, scalene, right, acute, obtuse, and equiangular</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.1 Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population</p>
<p>Game, page 39</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>

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Practice, page 40	<p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>A.4.6.1 Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations</p>
Make & Take, page 41	<p>M.13.6.3 Draw and measure distance to the nearest mm and 1/8 inch accurately</p>
Assessment, page 36	<p>A.4.6.1 Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations</p>
<p>Tuesday</p> <p>Number Names, page 42</p>	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>A.5.6.2 Write simple <i>algebraic expressions</i> using appropriate operations (+, -, x, /) with one <i>variable</i></p> <p>G.8.6.3 Identify, describe, draw, and classify triangles as <i>equilateral</i>, <i>isosceles</i>, <i>scalene</i>, <i>right</i>, <i>acute</i>, <i>obtuse</i>, and <i>equiangular</i></p>

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Number Names, page 42 (continued)	<p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.1 Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p>
Game, page 39	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>
Practice, page 43	<p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>G.8.6.3 Identify, describe, draw, and classify triangles as <i>equilateral</i>, <i>isosceles</i>, <i>scalene</i>, <i>right</i>, <i>acute</i>, <i>obtuse</i>, and <i>equiangular</i></p> <p>DAP.17.6.1 Distinguish between <i>theoretical</i> and <i>experimental probability</i></p>
Make & Take, page 44	<p>M.13.6.3 Draw and measure distance to the nearest mm and 1/8 inch accurately</p> <p>M.13.6.6 Use estimation to check the reasonableness of measurements obtained from use of various instruments (including angle measures)</p>

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Assessment, page 36	<p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p>
<p>Wednesday Number Names, page 45</p>	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>G.9.6.2 Describe positions and orientations of shapes under <i>transformation</i> (<i>translation</i>, <i>reflection</i> and <i>rotation</i>) recognizing the size and shape do not change</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>M.13.6.4 Establish and apply formulas to find <i>area</i> and <i>perimeter</i> of triangles, rectangles, and parallelograms</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p>
Game, page 46	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p>

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Practice, page 47	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>G.8.6.3 Identify, describe, draw, and classify triangles as <i>equilateral</i>, <i>isosceles</i>, <i>scalene</i>, <i>right</i>, <i>acute</i>, <i>obtuse</i>, and <i>equiangular</i></p> <p>G.9.6.2 Describe positions and orientations of shapes under <i>transformation</i> (<i>translation</i>, <i>reflection</i> and <i>rotation</i>) recognizing the size and shape do not change</p>
Make & Take, page 48	<p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p>
Assessment, page 37	<p>NO.1.6.3 Round and compare decimals to a given <i>place value</i> including thousandths</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p>

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<p>Thursday</p> <p>Number Names, page 49</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>G.9.6.2 Describe positions and orientations of shapes under <i>transformation</i> (<i>translation</i>, <i>reflection</i> and <i>rotation</i>) recognizing the size and shape do not change</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p>
<p>Game, page 46</p>	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p>

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Practice, page 50	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>A.4.6.1 Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations</p> <p>G.9.6.1 Identify and describe <i>line</i> and <i>rotational symmetry</i> in <i>two-dimensional</i> shapes, <i>patterns</i> and designs</p>
Make & Take, page 51	<p>NO.1.6.3 Round and compare decimals to a given <i>place value</i> including thousandths</p>
Assessment, page 37	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>
Friday Number Names, page 52	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p>

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Number Names, page 52 (continued)	<p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>M.13.6.4 Establish and apply formulas to find <i>area</i> and <i>perimeter</i> of triangles, rectangles, and parallelograms</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p> <p>DAP.15.6.1 Interpret graphs such as <i>double line graphs</i> and circle graphs</p>
Game, pages 21, 30, 39, 46	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p>

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Game, pages 21, 30, 39, 46 (continued)	<p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>
Practice, page 53	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>

Week 3

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<p>Monday</p> <p>Number Names, page 56</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>

Summer Success: Math Grade 6 Teacher's Edition Week 3	Student Learning Expectations, Grade 6
Number Names, page 56 (continued)	NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations M.12.6.2 Make conversions within the same measurement system in real world problem DAP.17.6.1 Distinguish between <i>theoretical</i> and <i>experimental probability</i>
Game, page 57	NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)
Practice, page 58	NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i> A.4.6.1 Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations
Make & Take, page 59	NO.2.6.1 Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (4, 6, 9)
Assessment, page 54	NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)
Tuesday Number Names, page 60	NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i> NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /) NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)

Summer Success: Math Grade 6 Teacher's Edition Week 3	Student Learning Expectations, Grade 6
Number Names, page 60 (continued)	<p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>M.13.6.6 Use estimation to check the reasonableness of measurements obtained from use of various instruments (including angle measures)</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p> <p>DAP.17.6.1 Distinguish between <i>theoretical</i> and <i>experimental probability</i></p>
Game, page 57	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p>
Practice, page 61	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>A.4.6.1 Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations</p> <p>G.8.6.3 Identify, describe, draw, and classify triangles as <i>equilateral, isosceles, scalene, right, acute, obtuse, and equiangular</i></p>
Make & Take, page 62	<p>NO.2.6.1 Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (4, 6, 9)</p>
Assessment, page 54	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>

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<p>Wednesday</p> <p>Number Names, page 63</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>M.13.6.6 Use estimation to check the reasonableness of measurements obtained from use of various instruments (including angle measures)</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p>
<p>Game, page 64</p>	<p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p>

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Practice, page 65	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p>
Make & Take, page 66	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>
Assessment, page 55	<p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p>

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<p>Thursday</p> <p>Number Names, page 67</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.1.6.5 Recognize and identify <i>perfect squares</i> and their <i>square roots</i></p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p>
<p>Game, page 64</p>	<p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p>

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Practice, page 68	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p> <p>G.9.6.1 Identify and describe <i>line</i> and <i>rotational symmetry</i> in <i>two-dimensional</i> shapes, <i>patterns</i> and designs</p>
Make & Take, page 69	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>
Assessment, page 55	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>
Friday Number Names, page 70	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p>

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Number Names, page 70 (continued)	<p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p> <p>DAP.15.6.2 Compare and interpret information provided by measures of <i>central tendencies (mean, median and mode)</i> and <i>measures of spread (range)</i></p> <p>DAP.17.6.1 Distinguish between <i>theoretical</i> and <i>experimental probability</i></p>
Game, pages 39, 46, 57, 64	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number operations</i> (+, -, x, /)</p>

Summer Success: Math Grade 6 Teacher's Edition Week 3	Student Learning Expectations, Grade 6
Game, pages 39, 46, 57, 64 (continued)	<p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>
Practice, page 71	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.17.6.1 Distinguish between <i>theoretical</i> and <i>experimental probability</i></p>

Week 4

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<p>Monday</p> <p>Number Names, page 74</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.1 Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population</p>
<p>Game, page 75</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>
<p>Practice, page 76</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>A.4.6.1 Solve problems by finding the next term or missing term in a <i>pattern</i> or <i>function</i> table using real world situations</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p>

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Make & Take, page 77	<p>NO.2.6.1 Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (4, 6, 9)</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p>
Assessment, page 72	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p>
<p>Tuesday Number Names, page 78</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>M.13.6.4 Establish and apply formulas to find <i>area</i> and <i>perimeter</i> of triangles, rectangles, and parallelograms</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p>

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Game, page 75	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms with computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>
Practice, page 79	<p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>M.13.6.4 Establish and apply formulas to find <i>area</i> and <i>perimeter</i> of triangles, rectangles, and parallelograms</p>
Make & Take, page 80	<p>NO.2.6.1 Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (4, 6, 9)</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms with computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p>
Assessment, page 72	<p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>
Wednesday Number Names, page 81	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms with computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>G.9.6.1 Identify and describe <i>line</i> and <i>rotational symmetry</i> in <i>two-dimensional</i> shapes, <i>patterns</i> and designs</p> <p>M.13.6.1 Solve real world problems involving one <i>elapsed time</i>, counting forward and backward (calendar and clock)</p>

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Number Names, page 81 (continued)	DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i> DAP.15.6.2 Compare and interpret information provided by measures of <i>central tendencies</i> (<i>mean, median</i> and <i>mode</i>) and <i>measures of spread</i> (<i>range</i>)
Game, page 82	NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /) A.5.6.3 Evaluate <i>algebraic expressions</i> with one <i>variable</i> using appropriate properties and operations (+, -, x, /)
Practice, page 83	NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /) NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>) M.13.6.1 Solve real world problems involving one <i>elapsed time</i> , counting forward and backward (calendar and clock)
Make & Take, page 84	NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)
Assessment, page 73	NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /) NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)

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<p>Thursday</p> <p>Number Names, page 85</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p>
<p>Game, page 82</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>A.5.6.3 Evaluate <i>algebraic expressions</i> with one <i>variable</i> using appropriate properties and operations (+, -, x, /)</p>
<p>Practice, page 86</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>

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Make & Take, page 87	NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)
Assessment, page 73	NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>) NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations
Friday Number Names, page 88	NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /) NO.3.6.3 Solve, with and without appropriate <i>technology</i> , multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil) NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>) NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i> M.12.6.2 Make conversions within the same measurement system in real world problem DAP.15.6.1 Interpret graphs such as <i>double line graphs</i> and circle graphs DAP.15.6.2 Compare and interpret information provided by measures of <i>central tendencies (mean, median and mode)</i> and <i>measures of spread (range)</i>

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Game, pages 57, 64, 75, 82	<p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>A.5.6.3 Evaluate <i>algebraic expressions</i> with one <i>variable</i> using appropriate properties and operations (+, -, x, /)</p>
Practice, page 89	<p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.17.6.1 Distinguish between <i>theoretical</i> and <i>experimental probability</i></p>

Week 5

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<p>Monday</p> <p>Number Names, page 92</p>	<p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids</i> and <i>spheres</i>)</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p>

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Game, page 93	NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)
Practice, page 94	G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids</i> and <i>spheres</i>)
Make & Take, page 95	NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /) NO.3.6.3 Solve, with and without appropriate <i>technology</i> , multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil) A.5.6.3 Evaluate <i>algebraic expressions</i> with one <i>variable</i> using appropriate properties and operations (+, -, x, /)
Assessment, page 90	G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids</i> and <i>spheres</i>)
Tuesday Number Names, page 96	NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /) NO.3.6.3 Solve, with and without appropriate <i>technology</i> , multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil) NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>) NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations

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Number Names, page 96 (continued)	<p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids and spheres</i>)</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p>
Game, page 93	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p>
Practice, page 97	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids and spheres</i>)</p>
Make & Take, page 98	<p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>A.5.6.3 Evaluate <i>algebraic expressions</i> with one <i>variable</i> using appropriate properties and operations (+, -, x, /)</p>

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Assessment, page 90	<p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p>
<p>Wednesday</p> <p>Number Names, page 99</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids</i> and <i>spheres</i>)</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p>
Game, page 100	<p>NO.2.6.1 Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (4, 6, 9)</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>
Practice, page 101	<p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids</i> and <i>spheres</i>)</p>

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Assessment, page 91	<p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p>
<p>Thursday Number Names, page 103</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids</i> and <i>spheres</i>)</p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.15.6.1 Interpret graphs such as <i>double line graphs</i> and circle graphs</p>
Game, page 100	<p>NO.2.6.1 Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (4, 6, 9)</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>

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Practice, page 104	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.1.6.4 Convert, compare and order fractions (mixed numbers and improper fractions) decimals and <i>percents</i> and find their approximate locations on a number <i>line</i></p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids and spheres</i>)</p>
Assessment, page 91	<p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology, computational fluency</i> in their use and justify the solution</p>
Friday Number Names, page 106	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.4 <i>Estimate</i> reasonable solutions to problem situations involving fractions and decimals</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p>

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Number Names, page 106 (continued)	<p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids and spheres</i>)</p> <p>G.8.6.4 Draw, label and determine relationships among the <i>radius, diameter, center</i> and <i>circumference</i> (e.g. <i>radius</i> is half the diameter) of a circle</p> <p>G.11.6.1 Identify <i>two-dimensional patterns (nets)</i> for <i>three-dimensional</i> solids, such as <i>prisms, pyramids, cylinders, and cones</i></p> <p>DAP.15.6.1 Interpret graphs such as <i>double line graphs</i> and <i>circle graphs</i></p>
Game, pages 75, 82, 93, 100	<p>NO.2.6.1 Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (4, 6, 9)</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>A.5.6.3 Evaluate <i>algebraic expressions</i> with one <i>variable</i> using appropriate properties and operations (+, -, x, /)</p>
Practice, page 107	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.4 <i>Estimate</i> reasonable solutions to problem situations involving fractions and decimals</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids and spheres</i>)</p> <p>G.11.6.1 Identify <i>two-dimensional patterns (nets)</i> for <i>three-dimensional</i> solids, such as <i>prisms, pyramids, cylinders, and cones</i></p>

Week 6

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<p>Monday</p> <p>Number Names, page 110</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids</i> and <i>spheres</i>)</p> <p>G.11.6.1 Identify <i>two-dimensional patterns (nets)</i> for <i>three-dimensional</i> solids, such as <i>prisms, pyramids, cylinders, and cones</i></p> <p>M.13.6.4 Establish and apply formulas to find <i>area</i> and <i>perimeter</i> of triangles, rectangles, and parallelograms</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p>
<p>Game, page 111</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p>

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Practice, page 112	<p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology, computational fluency</i> in their use and justify the solution</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids and spheres</i>)</p> <p>G.8.6.4 Draw, label and determine relationships among the <i>radius, diameter, center</i> and <i>circumference</i> (e.g. <i>radius</i> is half the diameter) of a circle</p> <p>G.11.6.1 Identify <i>two-dimensional patterns (nets)</i> for <i>three-dimensional</i> solids, such as <i>prisms, pyramids, cylinders, and cones</i></p>
Make & Take, page 113	<p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p>
Assessment, page 108	<p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids and spheres</i>)</p> <p>G.8.6.4 Draw, label and determine relationships among the <i>radius, diameter, center</i> and <i>circumference</i> (e.g. <i>radius</i> is half the diameter) of a circle</p>

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<p>Tuesday</p> <p>Number Names, page 114</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids</i> and <i>spheres</i>)</p> <p>G.11.6.1 Identify <i>two-dimensional patterns (nets)</i> for <i>three-dimensional</i> solids, such as <i>prisms, pyramids, cylinders</i>, and <i>cones</i></p> <p>M.12.6.2 Make conversions within the same measurement system in real world problem</p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p>
<p>Game, page 111</p>	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p>

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Practice, page 115	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms</i>, <i>cylinders</i>, <i>cones</i>, <i>pyramids</i> and <i>spheres</i>)</p>
Make & Take, page 116	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p>
Assessment, page 108	<p>NO.3.6.6 Use proportional reasoning and <i>ratios</i> to represent problem situations and determine the reasonableness of solutions with and without appropriate <i>technology</i></p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>
<p>Wednesday Number Names, page 117</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>

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Number Names, page 117 (continued)	<p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids and spheres</i>)</p> <p>G.11.6.1 Identify <i>two-dimensional patterns (nets)</i> for <i>three-dimensional</i> solids, such as <i>prisms, pyramids, cylinders, and cones</i></p> <p>DAP.14.6.3 Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i></p> <p>DAP.15.6.2 Compare and interpret information provided by measures of <i>central tendencies (mean, median and mode)</i> and <i>measures of spread (range)</i></p>
Game, page 93, 100, 111	<p>NO.2.6.1 Use <i>divisibility rules</i> to determine if a number is a <i>factor</i> of another number (4, 6, 9)</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.5 Find and use <i>factorization (tree diagram)</i> including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor (GCF)</i> and least common multiple (<i>LCM</i>)</p>
Practice, page 118	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p>

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Practice, page 118 (continued)	<p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology</i>, <i>computational fluency</i> in their use and justify the solution</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>G.8.6.3 Identify, describe, draw, and classify triangles as <i>equilateral</i>, <i>isosceles</i>, <i>scalene</i>, <i>right</i>, <i>acute</i>, <i>obtuse</i>, and <i>equiangular</i></p>
Assessment, page 109	<p>NO.2.6.4 Apply rules (conventions) for <i>order of operations</i> to <i>whole numbers</i> with and without parentheses</p> <p>G.8.6.3 Identify, describe, draw, and classify triangles as <i>equilateral</i>, <i>isosceles</i>, <i>scalene</i>, <i>right</i>, <i>acute</i>, <i>obtuse</i>, and <i>equiangular</i></p>
Thursday Number Names, page 120	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.5 Find and use <i>factorization</i> (<i>tree diagram</i>) including <i>prime factorization</i> of composite numbers (expanded and exponential notation) to determine the greatest common <i>factor</i> (<i>GCF</i>) and least common multiple (<i>LCM</i>)</p>

Summer Success: Math Grade 6 Teacher's Edition Week 6	Student Learning Expectations, Grade 6
Number Names, page 120 (continued)	<p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>A.5.6.1 Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i></p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms, cylinders, cones, pyramids</i> and <i>spheres</i>)</p> <p>G.8.6.4 Draw, label and determine relationships among the <i>radius, diameter, center</i> and <i>circumference</i> (e.g. <i>radius</i> is half the diameter) of a circle</p> <p>G.11.6.1 Identify <i>two-dimensional patterns (nets)</i> for <i>three-dimensional</i> solids, such as <i>prisms, pyramids, cylinders, and cones</i></p> <p>DAP.15.6.1 Interpret graphs such as <i>double line graphs</i> and circle graphs</p>
Practice, page 121	<p>NO.2.6.5 Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology, algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.2 Develop and analyze <i>algorithms</i> for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without <i>technology, computational fluency</i> in their use and justify the solution</p> <p>G.11.6.1 Identify <i>two-dimensional patterns (nets)</i> for <i>three-dimensional</i> solids, such as <i>prisms, pyramids, cylinders, and cones</i></p>
Assessment, page 109	<p>NO.1.6.2 Find decimal and <i>percent equivalents</i> for proper fractions and explain why they represent the same value</p>

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<p>Friday</p> <p>Number Names, page 123</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.1 Apply, with and without appropriate <i>technology</i>, <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number</i> operations (+, -, x, /)</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p> <p>G.8.6.1 Identify <i>three-dimensional</i> geometric figures using models (<i>rectangular prisms</i>, <i>cylinders</i>, <i>cones</i>, <i>pyramids</i> and <i>spheres</i>)</p> <p>DAP.14.6.2 Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i></p>
<p>Practice, page 124</p>	<p>NO.1.6.1 Demonstrate conceptual understanding to find a specific <i>percent</i> of a number, using models, real life examples, or explanations</p> <p>NO.3.6.3 Solve, with and without appropriate <i>technology</i>, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)</p> <p>NO.3.6.7 Determine the <i>percent</i> of a number and solve related problems in real world situations</p>



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