



# Math Teachers Press, Inc.

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## Nebraska Academic Standards Correlated to Moving with Math Foundations B Grade 4

		B1 Number Sense, Addition & Subtraction Student Book Skill Builders (SB)	B2 Multiplication & Division Facts Student Book Skill Builders (SB)	B3 Multiplication & Division Problem Solving Student Book Skill Builders (SB)	B4 Fractions, Decimals, Geometry & Measurement Student Book Skill Builders (SB)
<b>MA 4.1</b>	Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.				
<b>MA 4.1.1</b>	<b>Number System</b>				
	Students will represent and show relationships among positive rational numbers within the base-ten number system.				
<b>MA 4.1.1.a</b>	Read and write numbers through the millions (e.g., 2,347,589 is the same as 2 million three hundred forty seven thousand five hundred eighty nine)	20, 21 SB: 5-1, 5-2, 6-4			
<b>MA 4.1.1.b</b>	Demonstrate multiple equivalent representations for decimal numbers through the hundredths place (e.g., 2 and 5 hundredths is 2.05; 6.23 is 6 + .2 + .03)				27 SB: 47-12
<b>MA 4.1.1.c</b>	Compare and order whole numbers and decimals through the hundredths place (e.g., money)	5, 6, 16, 19 SB: 2-1 to 2-4			28 SB: 47-15
<b>MA 4.1.1.d</b>	Classify a number as even or odd	8 SB: 3-1			

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<b>MA 4.1.1.e</b>	Represent a fraction as parts of a whole and/or parts of a set				2, 3, 6, 8-10 <b>SB:</b> 30-1, 30-2, 30-5, 31-1
<b>MA 4.1.1.f</b>	Use visual models to find equivalent fractions (e.g., $2/4 = 1/2$ , $2/8 = 1/4$ , $1 = 2/2 = 5/5$ , $3/3$ )				14 <b>SB:</b> 32-3
<b>MA 4.1.1.g</b>	Determine the size of a fraction relative to one half using equivalent forms (e.g., Is $3/8$ more or less than one half?)				15 <b>SB:</b> 32-1
<b>MA 4.1.1.h</b>	Locate fractions on a number line				7 <b>SB:</b> 30-4
<b>MA 4.1.1.i</b>	Round a whole number to millions	26 <b>SB:</b> 8-1 to 8-3			
<b>MA 4.1.2</b>	<b>Operations</b>				
	<b>Students will demonstrate the meaning of division with whole numbers.</b>				
<b>MA 4.1.2.a</b>	Use drawings, words, and symbols to explain the meaning of division [(e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?)]		21-24 <b>SB:</b> 25-1, 25-2, 25-3	41, 42, 46 <b>SB:</b> 25-18, 25-19, 25-21	
<b>MA 4.1.3</b>	<b>Computation</b>				
	<b>Students will compute fluently and accurately using appropriate strategies and tools.</b>				
<b>MA 4.1.3.a</b>	Compute whole number division facts 0 - 10 fluently		39, 40 <b>SB:</b> 25-8	43-57 <b>SB:</b> 25-23	<b>SB:</b> 25-28
<b>MA 4.1.3.b</b>	Add and subtract decimals to the hundredths place (e.g., money)	58 <b>SB:</b> 47-2, 47-3			

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<b>MA 4.1.3.c</b>	Multiply two-digit whole numbers	56 SB: 21-1	30-33 SB: 23-1, 23-2		
<b>MA 4.1.3.d</b>	Divide a three-digit number with one digit divisor with and without a remainder		69-71 SB: 27-1, 27-2		
<b>MA 4.1.3.e</b>	Mentally compute multiplication and division involving powers of 10	52, 73 SB: 22-1, 26-3	30, 74 SB: 22-3		
<b>MA 4.1.3.f</b>	Select and apply the appropriate method of computation when problem solving (e.g., models, mental computation, paper-pencil)	36, 37	7-11, 57 SB: 20-35		
<b>MA 4.1.4</b>	<b>Estimation</b>				
	<b>Students will estimate and check reasonableness of answers using appropriate strategies and tools.</b>				
<b>MA 4.1.4.a</b>	Estimate the three-digit product and the two-digit quotient of whole number multiplication and division and check the reasonableness.		24, 34, 76 SB: 21-6, 21-7, 23-3, 26-13		
<b>MA 4.2</b>	<b>Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>				
<b>MA 4.2.1</b>	<b>Characteristics</b>				
	<b>Students will classify two-dimensional shapes and three-dimensional objects.</b>				
<b>MA 4.2.1.a</b>	Identify two- and three-dimensional shapes according to their sides and angle properties				35-39, 46, 48 SB: 37-4 to 37-8
<b>MA 5.2.1.b</b>	Classify an angle as acute, obtuse, and right				31 SB: 35-3

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<b>MA 4.2.1.c</b>	Identify parallel, perpendicular, and intersecting lines				33 SB: 36-2, 36-3
<b>MA 4.2.1.d</b>	Identify the property of congruency when dealing with plane geometric shapes				41 SB: 39-1, 39-3
<b>MA 4.2.2</b>	<b>Coordinate Geometry</b>				
	<b>Students will describe locations using coordinate geometry.</b>				
<b>MA 4.2.2.a</b>	Identify the ordered pair of a plotted point in first quadrant by its location (e.g., (2, 3) is a point two right and three up from the origin)	12 SB: 48-1, 48-2			71 SB: 48-6
<b>MA 4.2.3</b>	<b>Transformations</b>				
	<b>Students will identify simple transformations.</b>				
<b>MA 4.2.3.a</b>	Given two congruent geometric shapes, identify the transformation (e.g., translation, rotation, reflection) applied to an original shape to create a transformed shape				42, 43 SB: 39-2
<b>MA 4.2.4</b>	<b>Spatial Modeling</b>				
	<b>Students will use geometric models to solve problems.</b>				
<b>MA 4.2.4.a</b>	Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)				46, 47 SB: 40-1, 40-4
<b>MA 4.2.5</b>	<b>Measurement</b>				
	<b>Students will apply appropriate procedures and tools to estimate and determine measurement using customary and metric units.</b>				

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<b>MA 4.2.5.a</b>	Select and use appropriate tools to measure perimeter of polygons				65, 66 <b>SB:</b> 46-1, 46-3
<b>MA 4.2.5.b</b>	Identify time to the minute on an analog clock				50 <b>SB:</b> 41-1
<b>MA 4.2.5.c</b>	Solve problems involving elapsed time				51 <b>SB:</b> 41-2
<b>MA 4.2.5.d</b>	identify the appropriate metric unit for measuring length, weight, and capacity/volume (e.g., cm, m, Km; g, Kg; mL, L)				62-64 <b>SB:</b> 45-1, 45-2
<b>MA 4.2.5.e</b>	Estimate and measure length using customary (nearest 1/2 inch) and metric (nearest centimeter) units				56, 57, 62, 63 <b>SB:</b> 43-1 to 43-4
<b>MA 4.2.5.f</b>	Measure weight and temperature using customary units				53, 59 <b>SB:</b> 44-2, 44-3
<b>MA 4.2.5.g</b>	Compute simple unit conversions for length within a system of measurement				58, 62, 63 <b>SB:</b> 44-1, 45-1
<b>MA 4.3</b>	<b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>				
<b>MA 4.3.1</b>	<b>Relationships</b>				
<b>MA 4.3.1.a</b>	<b>Students will represent and analyze relationships.</b> Describe, extend, and apply rules about numeric patterns	8, 10, 11 <b>SB:</b> 3-2			
<b>MA 4.3.1.b</b>	Represent and analyze a variety of patterns using words, tables, and graphs	10, 11, 13 <b>SB:</b> 3-2, 48-3			
<b>MA 4.3.1.c</b>	Use $\geq$ , $\leq$ symbols to compare quantities				
<b>MA 4.3.1.d</b>	Select appropriate operational and relational symbols to make a number sentence true.	5 <b>SB:</b> 2-4	<b>SB:</b> 19-8	<b>SB:</b> 29-2	

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<b>MA 4.3.2</b>	<b>Modeling in Context</b>				
	<b>Students will create and use models to represent mathematical situations.</b>				
<b>MA 4.3.2.a</b>	Model situations that involve the multiplication of whole numbers using number lines and symbols	5, 13 <b>SB:</b> 20-3	3 <b>SB:</b> 20-20		
<b>MA 4.3.2.b</b>	Describe and model quantitative change involving multiplication (e.g., money doubling)	6, 17 <b>SB:</b> 20-4	14, 15 <b>SB:</b> 20-31		
<b>MA 4.3.3</b>	<b>Procedures</b>				
	<b>Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.</b>				
<b>MA 4.3.3.a</b>	Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., $n + 3$ , $b - 2$ )	19, 69 <b>SB:</b> 29-1, 47-7	39, 40 <b>SB:</b> 19-9, 24-3		
<b>MA 4.3.3.b</b>	Use symbolic representation of the identity property of multiplication (e.g., $5 * 1 = 5$ )	13 <b>SB:</b> 20-9	4 <b>SB:</b> 20-21		
<b>MA 4.3.3.c</b>	Use symbolic representations of the commutative property of multiplication (e.g., $2 * 3 = \_\_\_ * 2$ )	10 <b>SB:</b> 20-6	6 <b>SB:</b> 20-23		
<b>MA 4.3.3.d</b>	Solve simple one-step whole number equations (e.g. $x + 2 = 3$ , $3 * y = 6$ )		40		
<b>MA 4.3.3.e</b>	Explain the procedure(s) used in solving simple one-step whole number equations		40, 78 <b>SB:</b> 29-3		
<b>MA 4.4</b>	<b>Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>				

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<b>MA 4.4.1</b>	<b>Data Analysis</b>				
	<b>Students will organize, display, compare, and interpret data.</b>				
<b>MA 4.4.1.a</b>	Represent data using dot/line plots	49 <b>SB:</b> 50-6			
<b>MA 4.4.1.b</b>	Compare different representations of the same data				
<b>MA 4.4.1.c</b>	Interpret data and draw conclusions using dot/line plots	49 <b>SB:</b> 50-6			
<b>MA 4.4.1.d</b>	Find the mode and range for a set of whole numbers	49 <b>SB:</b> 50-6	68 <b>SB:</b> 50-9		
<b>MA 4.4.1.e</b>	Find the whole number mean for a set of whole numbers		67 <b>SB:</b> 50-8, 50-9		
<b>MA 4.4.2</b>	<b>Predictions and Inferences</b>				
	<b>Students will construct predictions based on data.</b>				
<b>MA 4.4.2.a</b>	Make predictions based on data to answer questions from tables and bar graphs	68 <b>SB:</b> 50-1			
<b>MA 4.4.3</b>	<b>Probability</b>				
	<b>Students will find, describe, and compare experimental probabilities.</b>				
<b>MA 4.4.3.a</b>	Perform simple experiments and compare the degree of likelihood (e.g., more likely, equally likely, or less likely)				74, 75 <b>SB:</b> 49-4, 49-5, 49-6