CP 4/06

Wisconsin Model Academic Standards Correlated to Moving with Math® Foundations Level 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)
	By the end of grade four, students will:				
A.4.1	Use reasoning abilities to				
•	perceive patterns	8, 9	16	2, 3	5
•	identify relationships	9-11	17, 32	15	3
•	formulate questions for further exploration	68		25	
•	justify strategies	67	37	57	
•	test reasonableness of results	63	72	34	
A.4.2	Communicate mathematical ideas in a variety of ways, including words, numbers, symbols, pictures, charts, graphs, tables, diagrams, and models	27, 29	4-11, 43	3-13	2-16
A.4.3	Connect mathematical learning with other subjects, personal experiences, current events, and personal interests				
•	see relationships between various kinds of problems and actual events	31	43	41	8, 61
•	use mathematics as a way to understand other areas of the curriculum (e.g., measurement in science, map skills in social studies	12	75	19, 41, 52	34

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A.4.4	Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work	29	69	39, 40	2-11
A.4.5	Explain solutions to problems clearly and logically in oral and written work and support solutions with evidence	journal prompts	journal prompts	journal prompts	journal prompts
B.4.1	Represent and explain whole numbers, decimals, and fractions with				
•	physical materials	2-4, 14 **SB:** 4-1			
•	number lines and other pictorial models	25			
•	verbal descriptions	15			
•	place-value conceptions and notations	2-4 **SB:** 1-1, 1-3			
•	symbolic renaming (e.g., 43 = 40 + 3 = 30 + 13)	4, 15 **SB:** 1-2			
B.4.2	Determine the number of things in a set by				
•	grouping and counting (e.g., by threes, fives, hundreds)		2, 3 **SB:** 20-1	2 **SB:** 25-19	
•	combining and arranging (e.g., all possible coin combinations amounting to thirty cents)	57, 59			
•	estimation, including rounding	7, 22-26 **SB:** 7-1, 7-2			
B.4.3	Read, write, and order whole numbers, simple fractions (e.g., halves, fourths, tenths, unit fractions) and commonly-used decimals (monetary units)	5, 6, 20, 21 **SB:** 2-2, 2-3, 4-2, 5-1, 5-2			11-13, 23-28 **SB:** 32-2, 32-3
B.4.4	Identify and represent equivalent fractions for halves, fourths, eights, tenths, sixteenths				14 **SB:** 32-3

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B.4.5 In problem-solving situations involving whole numbers, select and efficiently use appropriate computational procedures such as				
• recalling the basic facts of addition, subtraction, multiplication, and division	29, 41 **SB:** 10-2, 15-1	19, 36 **SB:** 20-18, 25-1	13 **SB:** 20-27	
• using mental math (e.g., 37 + 25, 40 x 7)	67	12 **SB:** 20-8	7 **SB:** 21-6	
• estimation	60, 61 **SB:** 10-14, 15-16	59 **SB:** 21-2	23 **SB:** 21-7, 26-13	
• selecting and applying algorithms for addition, subtraction, multiplication, and division	32, 33, 50, 51 **SB:** 10-10, 15-11	56, 57, 71 **SB:** 21-1, 26-2	18 **SB:** 21-3, 26-10	
• using a calculator	67 **SB:** 10-15	55	54 **SB:** 20-35	
B.4.6 Add and subtract fractions with like denominators				17-22 **SB:** 33-1, 33-2
B.4.7 In problem-solving situations involving money, add and subtract decimals	**SB:** 47-2, 47-3			**SB:** 47-17
C.4.1 Describe two- and three-dimensional figures (e.g., circles, polygons, trapezoids, prisms, spheres) by				
• naming them				34-39, 46 **SB:** 37-3, 37-4
• comparing, sorting, and classifying them				36, 39 **SB:** 37-6
• drawing and constructing physical models to specifications				34-39 **SB:** 37-6
• identifying their properties (e.g., number of sides or faces, two- or three-dimensionality, equal sides, number of right angles)				34, 35, 37, 38, 48 **SB:** 37-1, 40-3

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•	predicting the results of combining or subdividing two-dimensional figures				40 **SB:** 39-4
•	explaining how these figures are related to objects in the environment				46 **SB:** 40-1
C.4.2	Use physical materials and motion geometry (such as slides, flips, and turns) to identify properties and relationships, including but not limited to				
•	symmetry				44, 45 **SB:** 38-1, 38-2
•	congruence				41-43 **SB:** 39-1
•	similarity				
C.4.3	Identify and use relationships among figures, including but not limited to				
•	location (e.g., between, adjacent to, interior of)				32 **SB:** 36-1
•	position (e.g., parallel, perpendicular)				33 **SB:** 36-2, 36-3
•	intersection (of two-dimensional figures)				
C.4.4	Use simple two-dimensional coordinate systems to find locations on maps and to represent points and simple figures	12, 13 **SB:** 48-1, 48-2			71, 72 **SB:** 48-6
D.4.1	Recognize and describe measurable attributes, such as length, liquid capacity, time, weight (mass), temperature, volume, monetary value, and angle size, and identify the appropriate units to measure them				49-53, 56-60
D.4.2	Demonstrate understanding of basic facts, principles, and techniques of measurement, including				
•	appropriate use of arbitrary and standard units (metric and US Customary)				56-64 **SB:** 43-1, 43-3

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• appropriate use and conversion of units within a system (such as yards, feet, and inches; kilograms and grams; gallons, quarts, pints, and cups)				58-60, 63, 64 **SB:** 44-1, 44-2, 44-3
• judging the reasonableness of an obtained measurement as it relates to prior experience and familiar benchmarks				57
D.4.3 Read and interpret measuring instruments (e.g., rulers, clocks, thermometers)				50, 53, 56 **SB:** 43-1
D.4.4 Determine measurements directly by using standard tools to these suggested degrees of accuracy				
• length to the nearest half-inch or nearest cm				56, 62 **SB:** 43-1, 43-2
• weight (mass) to the nearest ounce or nearest 5 grams				59, 64
• temperature to the nearest 5 degrees				53 **SB:** 42-3
• time to the nearest minute				50 **SB:** 41-1
• monetary value to dollar and cents	57, 58 **SB:** 47-1			
• liquid capacity to the nearest fluid ounce				60
D.4.5 Determine measurements by using basic relationships (such as perimeter and area) and approximate measurements by using estimation techniques	68			57, 62, 65, 68 **SB:** 46-5
E.4.1 Work with data in the context of real-world situations by				
• formulating questions that lead to data collection and analysis	68			
• determining what data to collect and when and how to collect them	68			
• collecting, organizing, and displaying data	68 **SB:** 50-4			
• drawing reasonable conclusions based on data	68-70 **SB:** 50-1, 50-2	46		

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E.4.2	Describe a set of data using				
•	high and low values, and range			68 **SB:** 50-9	
•	most frequent value (mode)			68 **SB:** 50-9	
•	middle value of a set of ordered data (median)			67 **SB:** 50-8	
E.4.3	In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts	39 **SB:** 11-2	46	19 **SB:** 47-8	
E.4.4	Determine if future events are more, less, or equally likely, impossible, or certain to occur				75 **SB:** 49-5
E.4.5	Predict outcomes of future events and test predictions using data from a variety of sources				74 **SB:** 49-4
F.4.1	Use letters, boxers or other symbols to stand for any number, measured quantity, or object in simple situations (e.g., N + 0 = N is true for any number)	52, 53 **SB:** 15-13, 15-14	19 **SB:** 24-1	10, 39, 40 **SB:** 19-9	69 **SB:** 19-10
F.4.2	Use the vocabulary, symbols, and notation of algebra accurately (e.g., correct use of the symbol "=", effective use of the associative property of multiplication)		19, 69 **SB:** 20-17, 24-1	16, 39, 40 **SB:** 20-32, 24-3	
F.4.3	Work with simple linear patterns and relationships in a variety of ways, including				
•	recognizing and extending number patterns	10 **SB:** 3-2			
•	describing them verbally	10 **SB:** 3-2			
•	representing them with pictures, tables, charts, graphs	11, 13 **SB:** 48-3			73
•	recognizing that different models can represent the same pattern or relationship	13			73
•	using them to describe real-world phenomena		17	14, 15	

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F.4.4 Recognize variability in simple functional relationships by describing how a change in one quantity can produce a change in another (e.g., number of bicycles and the total number of wheels)	11	17 **SB:** 20-11	14, 15 **SB:** 20-31	
F.4.5 Use simple equations and inequalities in a variety of ways, including				
• using them to represent problem situations	38, 52, 53 **SB:** 14-2, 15-13	34, 35 **SB:** 20-18, 29-1	10 **SB:** 19-9	
• solving them by different methods (e.g., use of manipulatives, guess and check strategies, recall of number facts)	39	37	76 **SB:** 26-12, 29-3	
• recording and describing solution strategies	journal prompts	journal prompts	journal prompts	journal prompts
F.4.6 Recognize and use generalized properties and relationships of arithmetic (e.g., commutatively of addition, inverse relationship of multiplication and division)	27, 28 **SB:** 9-1, 9-2	10, 13, 26 **SB:** 20-6	5, 6, 44, 77, 78 **SB:** 20-23, 25-20	