



# Math Teachers Press, Inc.

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## CORRELATION OF COLORADO MODEL CONTENT STANDARDS TO MOVING WITH MATH® FOUNDATIONS-BY-TOPIC GRADE 4

	B1 <i>Number Sense, Addition &amp; Subtraction</i> Student Book Skill Builders (SB)	B2 <i>Multiplication &amp; Division Facts</i> Student Book Skill Builders (SB)	B3 <i>Multiplication &amp; Division - Problem Solving</i> Student Book Skill Builders (SB)	B4 <i>Fractions, Decimals, Geometry, Measurement</i> Student Book Skill Builders (SB)
<b>1.1</b> Demonstrate meanings for whole numbers, and commonly used fractions, and decimals (for example, $1/3$ , $3/4$ , $0.5$ ) and represent equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.	21 SB: 1-2, 5-1			6, 11, 23, 24 SB: 30-1, 30-6, 47-11, 47-12
<b>1.2</b> Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.	2-4, 6, 15, 17-21 SB: 1-1, 2-3, 4-2			
<b>1.3</b> Use numbers to count, to measure, to label, and to indicate location.	8, 9, 13			56, 73
<b>1.4</b> Develop, test, and explain conjectures about properties of whole numbers, and commonly-used fractions, and decimals (for example, $1/3$ , $3/4$ , $0.5$ , $0.75$ ).	27 SB: 9-1, 9-2			23-25 SB: 30-6, 47-11, 47-12
<b>1.5</b> Use number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly used fractions and decimals (for example, $1/3$ , $3/4$ , $0.5$ , $0.75$ ).	60, 61, 63 SB: 10-14			16

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<b>2.1</b> Reproduce, extend, create, and describe patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).	66 SB: 3-1		15	
<b>2.2</b> Describe patterns and other relationships using tables, graphs, and open sentences.	10, 11 SB: 3-2		14, 15 SB: 20-31	
<b>2.3</b> Recognize when a pattern exists and use that information to solve a problem.	8, 9 SB: 3-2		14, 15 SB: 20-31	
<b>2.4</b> Observe and explain how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the number of wheels).			14, 15	
<b>3.1</b> Construct, read, and interpret displays of data including tables, charts, pictographs, and bar graphs.	68-70 SB: 50-1 to 50-4	46, 49 SB: 50-5, 50-6		
<b>3.2</b> Interpret data using the concepts of largest, smallest, most often and middle.	68 SB: 50-2, 50-3	46, 49 SB: 50-6	67, 68 SB: 50-9	
<b>3.3</b> Generate, analyze, and make predictions based on data obtained from surveys and chance devices.	SB: 50-4			74 SB: 49-4, 49-6
<b>3.4</b> Solve problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).				76 SB: 49-3

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<b>4</b> Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta boxes, pattern blocks).				35-46 SB: 37-4 to 37-8, 38-1, 38-2, 39-1
<b>4.2</b> Identify, describe, draw, compare, classify and build physical models of geometric figures.				36-49 SB: 37-4 to 37-8, 39-4
<b>4.3</b> Relate geometric ideas to measurement and number sense.				49
<b>4.4</b> Solve problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects).				49 (T.G.)
<b>4.5</b> Recognize geometry in their world (for example, in art and in nature).				32, 46 SB: 40-1
<b>5.1</b> Know, use, describe, and estimate measures of length, perimeter, capacity, weight, time, and temperature.				50-53, 56-67 SB: 41-1, 42-3, 43-1 to 43-5, 44-2, 46-2, 46-3
<b>5.2</b> Compare and order objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).				59 (T.G.)
<b>5.3</b> Demonstrate the process of measuring and explain the concepts related to units of measurement.				56 (T.G.)

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<b>5.4</b> Use the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.				56 (T.G.) SB: 45-2
<b>5.5</b> Select and use appropriate standard and non-standard units of measurement in problem-solving situations.				56-64 SB: 41-2, 42-3, 44-3, 45-2, 46-2
<b>6.1</b> Demonstrate conceptual meanings for the four basic arithmetic operations of addition, subtraction, multiplication, and division.	29, 41 SB: 14-1, 19-1	2, 21 SB: 20-1, 24-2, 25-1, 25-2		
<b>6.2</b> Add and subtract commonly-used fractions and decimals using physical models (for example, $\frac{1}{3}$ , $\frac{3}{4}$ , 0.5, 0.75).				17-19 SB: 33-1 to 33-5
<b>6.3</b> Demonstrate fluency with basic addition, subtraction, multiplication, and division facts without the use of a calculator.	29 (T.G.) SB: 14-3, 14-4, 19-4, 19-5	20, 39, 40 SB: 20-8, 25-7		
<b>6.4</b> Construct, use, and explain procedures to compute and estimate with whole numbers.	60, 61, 63 SB: 10-14, 15-16	59 SB: 21-2	23, 24 SB: 21-6, 21-7, 23-3, 26-13	
<b>6.5</b> Select and use appropriate algorithms for computing with whole numbers in problem-solving situations.	37, 50 SB: 10-5, 15-6		29, 30, 73 SB: 21-9, 27-2	