

# Freetown Lakeville Public Schools

## Grade 4 Mathematics Unit Guide

8/20/2002

## Grade 4 Mathematics Curriculum Guideline

### Unit: Addition and Subtraction

#### Topic:

#### Student Learning Objectives

- 30207** Use rules of odd/even in the solution of problems.
- 30209** Select, use, and explain the commutative ( $3+2=2+3$ ), associative ( $(5+7)+2=5+(7+2)$ ) and identity ( $4+0=4$ ) properties of operations on whole numbers in problem situations.
- 30210** Select and use an appropriate operation(s) (addition, and subtraction) to solve problems, including those involving money.  
  
Use addition and subtraction to count money and make change correctly.
- 30212** Add and subtract (up to five-digit numbers) accurately and efficiently.
- 30214** Use conventional strategies for solving addition and subtraction (up to five-digit numbers).
- 30216** Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.
- 30220** Use symbol and letter variables (e.g.,  $n$ ,  $x$ ) to represent unknowns or quantities that vary in expressions and in equations or inequalities (mathematical sentences that use  $=$ ,  $<$ ,  $>$ ).

#### Textbook References, Resources and Materials

- Scott Foresman: Lit TM p 66c  
Scott Foresman/Addison Wesley: Lit TM p 90c, Tech p 90d
- Scott Foresman: pp 144, pp 156-157  
(Associative property requires additional materials)  
Scott Foresman/Addison Wesley: pp 206-207, pp 230-231, pp 150-151
- Scott Foresman: pp 84-85  
Scott Foresman/Addison Wesley: pp 122-123, pp 168-169
- Scott Foresman: pp 68-69, pp 76-81 pp 90-91, pp 258-259, pp 264-265, pp 266-267, pp 278-281  
Scott Foresman/Addison Wesley: pp 108-109, pp 110-113, pp 114-115, pp 210-215, pp 224-227, pp 256-263
- Scott Foresman: pp 68-69, pp 76-81, pp 90-91, pp 264-265, pp 266-267, pp 278-281  
Scott Foresman/Addison Wesley: pp 108-109, pp 110-113, pp 114-115, pp 210-215, pp 224-227, pp 256-263



## Grade 4 Mathematics Curriculum Guideline

- 30221** Determine values of variables in simple equations, e.g.,  $4106 - \tilde{N} = 37$ ;  $c - m = 3$  and  $4 + 5 = m + 3$ .  
Scott Foresman: pp 10-11, pp 164-165  
Scott Foresman/Addison Wesley: pp 134-135, pp 94-95
- 30224** Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.  
Scott Foresman (use additional materials)  
Scott Foresman/Addison Wesley: pp 32-33

### Suggested Instructional Strategies

Bank system using play money.  
Role play interpretation of knowledge with number cards (and, or,  $>$ ,  $=$ ,  $<$ ).  
"Guess My Rule"  
Base Ten Blocks

### Assessment

Shows work: Solution is visible, process is complete and is correct; information shown is relevant.  
Accuracy: Answer is correct and complete.  
Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.  
Organization: Answer is legible; problem structure (set-up) and alignment is correct.  
Efficiency: Rate to be determined by curriculum committee

## Grade 4 Mathematics Curriculum Guideline

### Unit: Decimals

#### Topic:

#### Student Learning Objectives

- 30204** Select, use, and explain models to find equivalent decimals.
- 30205** Convert between decimals and fractions (halves, quarters, fifths, and tenths).
- 30206** Read, name, and write decimals between 0 and 1 up to the hundredths.

#### Textbook References, Resources and Materials

Scott Foresman: Lit TM p. 392C  
Scott Foresman/Addison Wesley: Lit TM p. 472C,  
Tech TM p. 472D

Scott Foresman: pp 394-395, pp 398-401  
Scott Foresman/Addison Wesley: pp 476-479

#### Suggested Instructional Strategies

Manipulatives:  
Base Ten blocks/Graph paper  
Fraction strips  
Play money for relating to decimals

#### Assessment

Shows work: Solution is visible, process is complete and is correct; information shown is relevant.  
Accuracy: Answer is correct and complete.  
Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.  
Organization: Answer is legible; problem structure (set-up) and alignment is correct.  
Efficiency: Rate to be determined by curriculum committee

## Grade 4 Mathematics Curriculum Guideline

### Unit: Division

#### Topic:

#### Student Learning Objectives

- 30207** Use rules of factors/multiples in the solution of problems.
- 30208** Select, use, and explain various meanings and models of division of whole numbers.
- Use the inverse relationship between the two operations to check their work or to figure out the answer.
- 30210** Select and use division when appropriate to solve problems, including those involving money.
- 30211** Know division facts through  $12 \times 12$ . Use these facts to solve related multiplication problems and compute related problems e.g.  $3 \times 5$  is related to  $30 \times 50$ ,  $300 \times 5$ , and  $30 \times 500$ .
- 30213** Divide up to a three-digit whole number with a two-digit divisor (with or without remainders) accurately and efficiently.
- Interpret any remainders.
- 30223** Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost  $80\phi$ , so one apple costs  $20\phi$ ).

#### Textbook References, Resources and Materials

Scott Foresman: Lit.TM p 176C, p 292C, p 496 C  
Scott Foresman /Addison Wesley: Lit TM p 288C, p 524C; Tech TM p 288D, p 324D

Scott Foresman: p 182 - 200, p 498-514  
Scott Foresman/Addison Wesley: p 291-319, p 527-538

## Grade 4 Mathematics Curriculum Guideline

### **Suggested Instructional Strategies**

Manipulatives:  
Base Ten blocks  
Bingo chips  
Role play/cooperative groups  
Lit: D Minus Poem of Jeremy Bloom

### **Assessment**

Shows work: Solution is visible, process is complete and is correct; information shown is relevant.

Accuracy: Answer is correct and complete.

Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.

Organization: Answer is legible; problem structure (set-up) and alignment is correct.

Efficiency: Rate to be determined by curriculum committee

## Grade 4 Mathematics Curriculum Guideline

### Unit: Fractions

#### Topic:

#### Student Learning Objectives

- 30203** Demonstrate an understanding of fractions (up to twelfths) as parts of unit wholes, as parts of a collection, and as locations on the number line.
- 30204** Select, use, and explain models to relate common fractions and mixed numbers ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{8}$ ,  $\frac{1}{10}$ ,  $\frac{1}{12}$ , and  $1\frac{1}{2}$ ), find equivalent fractions and mixed numbers, and order fractions.
- 30217** Use concrete objects and visual models to add and subtract fractions.

#### Textbook References, Resources and Materials

Scott Foresman: Lit TM p 352C, p 464C, p 428D, pp 354-357, pp 272-275  
Scott Foresman/Addison Wesley: Lit TM p 382C, p 428C; Tech TM p 382D; pp 386-389, pp 392-393

Scott Foresman: pp 358-363, pp 404-405  
Scott Foresman/Addison Wesley: pp 392-393, pp 398-401, pp 406-407, pp 478-479

Scott Foresman: pp 468-473, pp 482-485  
Scott Foresman/Addison Wesley: pp 432-437, pp 444-451

#### Suggested Instructional Strategies

Literature: Fractions with Hershey  
Games: Pizza Hut and/or make a pie  
Fraction bars  
Fraction videos  
Overhead fraction pieces  
Geoboards  
Graph Paper  
Fraction Kit

#### Assessment

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Accuracy: Answer is correct and complete.

Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.

Organization: Answer is legible; problem structure (set-up) and alignment is correct.

Efficiency: Rate to be determined by curriculum committee

## Grade 4 Mathematics Curriculum Guideline

### Unit: Geometry

#### Topic:

#### Student Learning Objectives

- 30123** Identify shapes that have been rotated (turned), reflected (flipped), translated (slid), and enlarged.
- Describe direction of translations, e.g., left, right, up, down.
- 30225** Compare and analyze attributes and other features (e.g., number of sides, faces, corners, right angles, diagonals and symmetry) of two- and three-dimensional geometric shapes.
- 30226** Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons-especially triangles and quadrilaterals-cubes, spheres and pyramids.
- 30227** Recognize similar figures.
- 30228** Identify angles as acute, right, or obtuse.
- 30229** Describe and draw intersecting, parallel, and perpendicular lines.
- 30231** Describe and apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.
- 30232** Identify and describe line symmetry in two-dimensional shapes.
- 30233** Predict and validate the results of partitioning, folding, and combining two- and three-dimensional shapes.
- 30234** Select the appropriate type of unit for measuring area and volume.
- 30237** Estimate and find area and perimeter of a rectangle, triangle, or irregular shape using diagrams, models, and grids or by measuring.
- 30238** Identify and use appropriate metric and English (customary) units and tools (e.g., ruler, angle ruler (protractor)) to estimate, measure, and solve problems involving length, area, volume, and angle size.

#### Textbook References, Resources and Materials

- Scott Foresman: pp 216-218  
Scott Foresman/Addison Wesley: pp 352-353
- Scott Foresman: pp 214-215, pp 224-225, pp 230-233, pp 214B; Lit. TM p 212C, Sir Cumference by ?  
Scott Foresman-Addison Wesley: pp 344-351, pp 362-363; Lit. TM p 340C, Tech TM p 340D
- Scott Foresman: pp 214-215, pp 234-237, pp 324-327  
Additional materials  
Scott Foresman/Addison Wesley: pp 344-357, pp 360-361
- Scott Foresman: p 246  
Scott Foresman/Addison Wesley: pp 352-355
- Scott Foresman: pp 230-233  
Scott Foresman/Addison Wesley: pp 348-349
- Scott Foresman: pp 228-229, pp 230-233  
Scott Foresman/Addison Wesley: pp 358-359
- Scott Foresman: pp 216-218  
Scott Foresman/Addison Wesley: pp 352-353
- Scott Foresman: pp 224-225, pp 214A  
Scott Foresman/Addison Wesley: pp 362-363
- Scott Foresman: pp 224-225, pp 214A
- Scott Foresman: pp 124-125, pp 126-129  
Scott Foresman/Addison Wesley: pp 368-371



## Grade 4 Mathematics Curriculum Guideline

### **Suggested Instructional Strategies**

Geometry videos with use of protractors (angle ruler)  
Geometric shapes and Geo Blocks  
Pattern blocks  
AIMS activities  
Tangrams  
Grid and tracing paper  
Angle with Judy Clocks

### **Assessment**

Shows work: Solution is visible, process is complete and is correct; information shown is relevant.

Accuracy: Answer is correct and complete.

Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.

Organization: Answer is legible; problem structure (set-up) and alignment is correct.

Efficiency: Rate to be determined by curriculum committee

## Grade 4 Mathematics Curriculum Guideline

### Unit: Graphing

#### Topic:

#### Student Learning Objectives

- 30222** Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 30230** Using ordered pairs of numbers and/or letters, graph, locate, identify points, and describe paths (first quadrant).
- 30239** Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.
- 30240** Match a representation of a data set (e.g. graph) with the actual set of data.
- 30241** Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, circle graphs, pictographs, line graphs, line plots, and tallies.
- 30243** List and count the number of possible combinations of objects from three sets, e.g., how many different outfits can one make from a set of three shirts, a set of two skirts, and a set of two hats?

#### Textbook References, Resources and Materials

- Scott Foresman: pp 10-11, pp 180-181, Lit TM p 428  
Scott Foresman/Addison Wesley: pp 32-33, pp 168-170, pp 172-174, pp 176, 178, 192 , Lit TM p 6C, Tech TM p 6D
- Scott Foresman: pp 440-443  
Scott Foresman/Addison Wesley: pp 12-13
- Scott Foresman: pp 430-437  
Scott Foresman/Addison Wesley: pp 10-11, pp 14-19
- Scott Foresman: pp 430-437  
Scott Foresman/Addison Wesley: pp 10-11, pp 14-19
- Scott Foresman: pp 430-437, pp 446-449  
Scott Foresman/Addison Wesley: pp 10-11, pp 14-19, pp 26-29
- Scott Foresman: pp 56-57  
Scott Foresman/Addison Wesley: pp 58-59

#### Suggested Instructional Strategies

Reference with Newspapers and magazines.  
AIMS Activities  
Grid Paper

#### Assessment

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Accuracy: Answer is correct and complete.  
Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.  
Organization: Answer is legible; problem structure (set-up) and alignment is correct.  
Efficiency: Rate to be determined by curriculum committee.

## Grade 4 Mathematics Curriculum Guideline

### Unit: Measurement

#### Topic:

#### Student Learning Objectives

- 30234** Select the appropriate type of unit for measuring length, area, weight, and volume.
- 30235** Carry out simple unit conversions within a system of measurement using customary units, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.
- 30238** Identify and use appropriate metric and English (customary) units and tools (e.g., ruler, angle ruler (protractor), graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.

#### Textbook References, Resources and Materials

Scott Foresman:  
Perimeter, Area and Volume (pp 124-129, pp 328-329)  
Length (pp 114-117, pp 120-121)  
Weight (pp 330-333)  
Volume (capacity) (pp 338-341)  
Temp (pp 122-123)  
Lit TM p 106C, p 322C

Scott Foresman-Addison Wesley:  
Area and Volume (pp 367-376)  
Volume Capacity (pp 458-461, pp 512-513)  
Weight (pp 455-457, pp 510-511)  
Temp (pp 514-515)  
Lit TM (p 472C)  
Tech TM (p 472D)  
Volume (liquid measurements) (pp 458-459, pp 512-513, pp 460-461)



## Grade 4 Mathematics Curriculum Guideline

### **Suggested Instructional Strategies**

AIMS activities  
Templates of figures  
Models of appropriate measurement tools

### **Assessment**

Shows work: Solution is visible, process is complete and is correct; information shown is relevant.

Accuracy: Answer is correct and complete.

Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.

Organization: Answer is legible; problem structure (set-up) and alignment is correct.

Efficiency: Rate to be determined by curriculum committee

## Grade 4 Mathematics Curriculum Guideline

### Unit: Multiplication

#### Topic:

#### Student Learning Objectives

- 30207** Recognize classes (in particular, factors or multiples of a given number and squares) to which a number may belong.
- 30207** Identify factors/multiples and squares.
- 30207** Use rules of factors/multiples in the solution of problems.
- 30208** Select, use, and explain various meanings and models of multiplication of whole numbers.
- 30208** Use the inverse relationship between the two operations to check their work or to figure out the answer.
- 30209** Select, use, and explain the commutative ( $3 \times 2 = 2 \times 3$ ), associative ( $((5 \times 7) \times 2 = 5 \times (7 \times 2))$  and identity ( $4 \times 1 = 4$   $4 \times 0 = 0$ ) properties of operations on whole numbers in problem situations.
- 30210** Select and use an appropriate operation(s) (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- Use addition, subtraction, multiplication and division to count money and make change correctly.
- 30211** Know multiplication facts through  $12 \times 12$  .

#### Textbook References, Resources and Materials

Scott Foresman: pp 22-23, pp 162-163, p 164-165,  
Lit TM p 140C, p 252C  
Scott Foresman/Addison Wesley: pp 180-182, pp  
184-185, pp 150-151, Lit TM p 114C, p 196C, p  
246C  
Tech p 144D, p 196D, p 246D

Scott Foresman: pp 142-143, pp 160-161, pp  
144-145, pp 178-181  
Scott Foresman/Addison Wesley: pp 148-159, pp  
166-171, pp 176-179, pp 218-219

Scott Foresman: pp 142-143, pp 160-161, pp  
144-145, pp 178-181  
Scott Foresman/Addison Wesley: pp 148-159, pp  
166-171, pp 176-179, pp 218-219

Scott Foresman: pp 144-149, pp 152-153, pp  
158-159, pp 254-255, pp 260-261  
(x11, x12 require additional materials)  
Scott Foresman/Addison Wesley: pp 150-159, pp  
170-179, pp 200-202, pp 202-203

## Grade 4 Mathematics Curriculum Guideline

- 30211** Use multiplication facts to solve problems and compute related problems e.g.  $3 \times 5$  is related to  $30 \times 50$ ,  $300 \times 5$ , and  $30 \times 500$ .  
Scott Foresman: pp 144-149, pp 152-153, pp 158-159, pp 254-255, pp 260-261  
(x11, x12 require additional materials)  
Scott Foresman/Addison Wesley: pp 150-159, pp 170-179, pp 200-202, pp 202-203
- 30212** Multiply (up to three digits by two digits) accurately and efficiently.  
Scott Foresman: pp 280-281  
Scott Foresman/Addison Wesley: pp 264-267
- 30214** Use conventional strategies for solving multiplication (up to three digits by two digits) problems.
- 30216** Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.
- 30219** Create, describe, extend, and identify the rule of patterns (both numeric and geometric), including multiplication patterns like 3, 30, 300, 3000, ....  
Scott Foresman: pp 24-25, pp 68-69, pp 156-157, pp 254-255, pp 260-261  
Scott Foresman/Addison Wesley: pp 200-201, pp 94-95
- 30220** Use symbol and letter variables (e.g.,  $n$ ,  $x$ ) to represent unknowns or quantities that vary in expressions and in equations or inequalities (mathematical sentences that use  $=$ ,  $<$ ,  $>$ ).
- 30221** Determine values of variables in simple equations, e.g.,  $4106 - \tilde{N} = 37$ ;  $c - m = 3$  and  $4 + 5 = m + 3$ .
- 30223** Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost  $80\phi$ , so one apple costs  $20\phi$ ) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).  
Scott Foresman: use additional materials  
Scott Foresman/Addison Wesley: pp 32-33, pp 234-235
- 30224** Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.

## Grade 4 Mathematics Curriculum Guideline

### **Suggested Instructional Strategies**

Hundred number chart  
Multiplication chart  
Flash cards  
Estimation bars  
Grid paper  
Base Ten blocks  
Calculators when applicable  
Play money for models and role playing  
Guess My Rule  
Check Out the Pattern

### **Assessment**

Shows work: Solution is visible, process is complete and is correct; information shown is relevant.

Accuracy: Answer is correct and complete.

Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.

Organization: Answer is legible; problem structure (set-up) and alignment is correct.

Efficiency: Rate to be determined by curriculum committee

## Grade 4 Mathematics Curriculum Guideline

### Unit: Place Value

#### Topic:

#### Student Learning Objectives

- 30201** Read, model, write, and interpret whole numbers to at least 1,000,000.
- 30202** Represent, order, and compare large numbers (to at least 1,000,000) using various forms, including expanded notation, (e.g.,  $853 = 8 \times 100 + 5 \times 10 + 3$ ) standard form (853), and word form (eight hundred fifty-three).
- 30216** Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.
- 30218** Round whole numbers through 100,000 to the nearest 10, 100, 1000, 10,000, and 100,000.
- 30220** Use symbol and letter variables (e.g.,  $n$ ,  $x$ ) to represent unknowns or quantities that vary in expressions and in equations or inequalities (mathematical sentences that use  $=$ ,  $<$ ,  $>$ ).

#### Textbook References, Resources and Materials

Scott Foresman: pp 6-9, pp 38-41, pp 44-47, pp 52-55, Lit TM p 36C  
Scott Foresman/Addison Wesley: pp 52-57, pp62-63, pp 66-69, Lit TM p 48C , Tech p 48D

Scott Foresman: pp 38-39  
Scott Foresman/Addison Wesley: pp 52-57

Scott Foresman: pp 8-9, pp 18-19, pp 50-51, pp 70-71, pp 86-87, pp 276-277, pp 414-415  
Scott Foresman/Addison Wesley: pp 66-71, pp 98-99, pp 204-205, pp 252-253, pp 264-265, pp 294-295, pp 390-391, pp 492-493, pp 504-505, pp 528-531

Scott Foresman: pp 8-9, pp 50-51, pp 414-415  
Scott Foresman/Addison Wesley: pp 70-71

Scott Foresman: pp 8-9, pp 10-11, pp 164-165  
Scott Foresman/Addison Wesley: pp 66-69, pp 134-135, pp 94-95

## Grade 4 Mathematics Curriculum Guideline

### Suggested Instructional Strategies

Base Ten blocks  
Calculators when applicable  
Overhead manipulatives  
Place value charts and number Manipulatives  
Grid paper  
Number line  
Centimeter rulers rounding to ten

### Assessment

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Accuracy: Answer is correct and complete.

Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.

Organization: Answer is legible; problem structure (set-up) and alignment is correct.

Efficiency: Rate to be determined by curriculum committee.

## Grade 4 Mathematics Curriculum Guideline

### Unit: Probability

#### Topic:

#### Student Learning Objectives

- 30242** Represent the possible outcomes for a simple probability situation, e.g., the probability of drawing a red marble from a bag containing three red marbles and four green marbles.
- 30244** Classify outcomes as certain, likely, unlikely, or impossible by designing and conducting experiments using concrete objects such as counters, number cubes, spinners, or coins.

#### Textbook References, Resources and Materials

Scott Foresman: pp 450-455, Lit TM p 428C  
Scott Foresman/Addison Wesley: pp 544-549, Lit TM p 524C, Tech. p. 524D

Scott Foresman: pp 450-455  
Scott Foresman/Addison Wesley: pp 540-541

#### Suggested Instructional Strategies

AIMS activities  
Related Newspaper and magazines

#### Assessment

Shows work: Solution is visible, process is complete and is correct; information shown is relevant.

Accuracy: Answer is correct and complete.

Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.

Organization: Answer is legible; problem structure (set-up) and alignment is correct.

Efficiency: Rate to be determined by curriculum committee.

## Grade 4 Mathematics Curriculum Guideline

### Unit: Time

#### Topic:

#### Student Learning Objectives

- 30235** Carry out simple unit conversions within a system of measurement using customary units, e.g., hours to minutes.
- 30236** Identify time to the minute on analog and digital clocks using a.m. and p.m.
- 30236** Compute elapsed time using a clock (e.g., hours and minutes since...) and using a calendar (e.g., days since...).
- 30238** Solve problems involving time.

#### Textbook References, Resources and Materials

Scott Foresman: pp 108-109, Lit TM p 106C  
Scott Foresman/Addison Wesley: Lit TM p 48C,  
Tech p 48D

Scott Foresman: pp 108-109  
Scott Foresman/Addison Wesley: pp 74-79

Scott Foresman: pp 110-113  
Scott Foresman/Addison Wesley: pp 78-81

Scott Foresman: pp 113  
Scott Foresman/Addison Wesley: pp 82-83

#### Suggested Instructional Strategies

Individual analog clocks

#### Assessment

Shows work: Solution is visible, process is complete and is correct; information shown is relevant.

Accuracy: Answer is correct and complete.

Understanding of Concept: Appropriate strategy is used; explanation (either oral or written) is clear and shows complete understanding of concept.

Organization: Answer is legible; problem structure (set-up) and alignment is correct.

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