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Start Quick and Ramp It Up! 4<sup>th</sup> Grade Thinking Through the Operations

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# TABLE OF STANDARDS (PG. 1 OF 2)

The activities in this 4<sup>th</sup> grade Thinking Through the Operations book address the following standards.

Where are we going? Focus Standards		Activity
(4.4)	<b>Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:</b>	
4.4A	add and subtract whole numbers and decimals to the hundredths place using the standard algorithm. <b>Readiness Standard</b>	I - 12
4.4H	solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders. <b>Readiness Standard</b>	I - 12

How will we get there? Working Standards		Activity
(4.5)	<b>Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:</b>	
4.5B	represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence. <b>Readiness Standard</b>	II

What kind of mathematical thinking will we use? Process Standards		Activity
(4.1)	<b>Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:</b>	
4.1A	apply mathematics to problems arising in everyday life, society, and the workplace;	I – 12 (all)
4.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;	I – 12 (all)
4.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	I – 12 (all)
4.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	3, 7, 8, 9, 10