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Start Quick and Ramp It Up! 4th Grade Measurement:
Weight, Mass, Time, Money, & Conversions

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Start Quick and Ramp It Up! 4th Grade Measurement: Length, Perimeter, Area, & Conversions

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TABLE OF STANDARDS

The activities in this 4th grade Measurement: Weight, Mass, Time, Money, & Conversions book address the following standards.

Where are we going? Focus Standards		Activity
(4.8)	Geometry and measurement. The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement. The student is expected to:	
4.8A	identify relative sizes of measurement units within the customary and metric systems; Supporting Standard	1 , 2 , 3
4.8B	convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table; Supporting Standard	4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , 13
4.8C	solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate. Readiness Standard	5 , 6 , 9 , 10 , 11 , 12 , 13

What kind of mathematical thinking will we use? Process Standards		Activity
(4.1)	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	
4.1A	apply mathematics to problems arising in everyday life, society, and the workplace;	1 , 2 , 3 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , 13
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;	6 , 8 , 9 , 10 , 11 , 12 , 13
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;	1 , 2 , 3 , 6 , 8 , 9 , 10 , 11
4.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	1 , 2 , 3 , 5 , 6 , 7 , 8 , 11 , 12
4.1E	create and use representations to organize, record, and communicate mathematical ideas;	4 , 5 , 7 , 8
4.1F	analyze mathematical relationships to connect and communicate mathematical ideas; and	4 , 5 , 7 , 8 , 9 , 10 , 11 , 12 , 13
4.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	4 , 5 , 6 , 7 , 8 , 13