Mentoring
Mathematical
Minds

Correlation to the Common Core State Standards

GRADE 4

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PROJECT M³ Mentoring Mathematical Minds

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Correlation to the Common Core State Standards

Common Core State Standards	Project M³: Mentoring Mathematical Minds
Operations & Algebraic Thinking	
Use the four operations with whole numbers to solve problems.	
4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	**Level 3-4: Awesome Algebra** Chapter 1, Lessons 1-3 **Level 3-4: In Search of the Yeti** Chapter 1, Lessons 2, 3
4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	**Level 3-4: Awesome Algebra** Chapter 1, Lessons 1-3 **Level 3-4: Awesome Algebra** Chapter 2, Lessons 2-3 **Level 3-4: In Search of the Yeti** Chapter 1, Lessons 2-3 **Level 3-4: In Search of the Yeti** Chapter 2, Lessons 1-3
4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**Level 3-4: Awesome Algebra** Chapter 1, Lessons 1-2 **Level 3-4: Awesome Algebra** Chapter 2, Lesson 1 **Level 3-4: Factors, Multiples and Leftovers** Chapter 2, Lessons 2-4 **Level 3-4: How Big Is Big?** Chapter 2, Lesson 3 **Level 3-4: In Search of the Yeti** Chapter 1, Lessons 2, 3 **Level 3-4: In Search of the Yeti** Chapter 2, Lesson 1-3 **Level 3-4: In Search of the Yeti** Chapter 3, Lessons 1-2
Gain familiarity with factors and multiples.	
4.OA.B.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	**Level 3-4: Awesome Algebra** Chapter 2, Lesson 1 **Level 3-4: Factors, Multiples and Leftovers** Chapter 1, Lessons 1-3
Generate and analyze patterns.	
4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*	**Level 3-4: Awesome Algebra** Chapter 1, Lessons 1-3 **Level 3-4: Awesome Algebra** Chapter 2, Lesson 3 **Level 3-4: Factors, Multiples and Leftovers** Chapter 1, Lesson 1 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 2, Lesson 1-3 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 3, Lesson 1-2 **Level 3-4: In Search of the Yeti** Chapter 1, Lesson 3 **Level 3-4: In Search of the Yeti** Chapter 2, Lessons 1-3 **Level 3-4: In Search of the Yeti** Chapter 3, Lessons 1-2

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Number & Operations in Base Ten	
Generalize place value understanding for multi-digit whole numbers.	
4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	**Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 1, Lesson 1 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 2, Lesson 3 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 4, Lesson 2 **Level 3-4: How Big Is Big?** Chapter 1 Lessons 1-3
4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 1, Lesson 2 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 2, Lesson 3 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 3, Lesson 3 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 4, Lessons 1-2 **Level 3-4: How Big Is Big?** Chapter 1, Lessons 1-3 **Level 3-4: How Big Is Big?** Chapter 2, Lesson 1
4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.	**Level 3-4: How Big Is Big?** Chapter 1, Lesson 2
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	**Level 3-4: Awesome Algebra** Chapter 1, Lessons 1-3 **Level 3-4: Awesome Algebra** Chapter 2, Lesson 3 **Level 3-4: Awesome Algebra** Chapter 3, Lessons 1-3 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 1, Lesson 3 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 2, Lesson 3 **Level 3-4: How Big Is Big?** Chapter 1, Lessons 2-3 **Level 3-4: How Big Is Big?** Chapter 2, Lesson 1 **Level 3-4: Digging for Data** Chapter 1, Lessons 1-3 **Level 3-4: Digging for Data** Chapter 2, Lessons 1-3 **Level 3-4: Digging for Data** Chapter 3, Lessons 1-3
4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 2, Lessons 1-3 **Level 3-4: Unraveling the Mystery of the MoLi Stone** Chapter 4, Lesson 2 **Level 3-4: Factors, Multiples and Leftovers** Chapter 1, Lesson 4 **Level 3-4: How Big Is Big?** Chapter 1, Lesson 3 **Level 3-4: How Big Is Big?** Chapter 2, Lesson 2 **Level 3-4: In Search of the Yeti** Chapter 1, Lesson 3 **Level 3-4: In Search of the Yeti** Chapter 2, Lessons 1-3 **Level 3-4: In Search of the Yeti** Chapter 3, Lesson 2

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4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Level 3-4: Factors, Multiples and Leftovers** Chapter 2, Lesson 4 **Level 3-4: How Big Is Big?** Chapter 1, Lesson 3
Number & Operations—Fractions	
Understand decimal notation for fractions, and compare decimal fractions.	
4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	**Level 4-5: Treasures From the Attic** Chapter 1, Lessons 1-4
4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**Level 4-5: Treasures From the Attic** Chapter 1, Lessons 1-4 **Level 5-6: What Are Your Chances?** Chapter 1, Lessons 1-2
Build fractions from unit fractions.	
4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. **A.** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. **B.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* **C.** Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **D.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	**Level 4-5: Treasures From the Attic Chapter 1, Lessons 1-4**

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Understand decimal notation for fractions, and compare decimal fractions.	
4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	**Level 4-5: The Tenth Street Pet Sanctuary** Chapter 1, Lesson 1
4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	**Level 4-5: The Tenth Street Pet Sanctuary** Chapter 1, Lessons 1-2
Measurement & Data	
Solve problems involving measurement and conversion of measurements.	
4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	**Level 3-4: In Search of the Yeti** Chapter 1, Lessons 1-2 **Level 3-4: In Search of the Yeti** Chapter 3, Lessons 1-2 **Level 4-5: The Tenth Street Pet Sanctuary** Chapter 1, Lessons 2-3
4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**Level 3-4: In Search of the Yeti** Chapter 1, Lessons 1-3 **Level 3-4: In Search of the Yeti** Chapter 3, Lessons 1-2 **Level 4-5: The Tenth Street Pet Sanctuary** Chapter 1, Lessons 2-3 **Level 4-5: The Tenth Street Pet Sanctuary** Chapter 2, Lessons 1-3 **Level 4-5: Treasures From the Attic** Chapter 1, Lessons 1-3 **Level 4-5: Treasures From the Attic** Chapter 2, Lessons 1, 3
4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*	**Level 3-4: In Search of the Yeti** Chapter 1, Lesson 3 **Level 3-4: In Search of the Yeti** Chapter 2, Lessons 1-3 **Level 4-5: The Tenth Street Pet Sanctuary** Chapter 2, Lessons 1, 3 **Level 4-5: Treasures From the Attic** Chapter 1, Lesson 4
Represent and interpret data.	
4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	**Level 3-4: Digging for Data** Chapter 1, Lesson 2 **Level 3-4: Digging for Data** Chapter 2, Lessons 1-3 **Level 3-4: Digging for Data** Chapter 3, Lessons 1-3

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Geometric measurement: understand concepts of angle and measure angles.	
4.MD.C.5.A An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	**Level 4-5: Getting Into Shapes** Chapter 2, Lesson 1
4.MD.C.5.B An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	**Level 4-5: Getting Into Shapes** Chapter 2, Lesson 1
Geometry	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**Level 4-5: Getting Into Shapes** Chapter 2, Lessons 2-3
4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Level 4-5: Getting Into Shapes** Chapter 1, Lessons 1-3