

Grade 4 Math Correlation with: Gizmos

<b>Grade Four Content</b>	<b>Correlation to Curriculum</b>
number concepts to 10 000	<a href="#">Modeling Decimals (Base-10 Blocks)</a>
decimals to hundredths	<p><a href="#">Fraction, Decimal, Percent (Area and Grid Models)</a></p> <p><a href="#">Modeling Decimals (Area and Grid Models)</a></p> <p><a href="#">Modeling Decimals (Base-10 Blocks)</a></p> <p><a href="#">Multiplying Decimals (Area Model)</a>  <a href="#">Treasure Hunter (Decimals on the Number Line)</a></p>
ordering and comparing fractions	<p><a href="#">Adding Fractions (Fraction Tiles)</a></p> <p><a href="#">Equivalent Fractions (Fraction Tiles)</a></p> <p><a href="#">Fraction Artist 2 (Area Models of Fractions)</a></p> <p><a href="#">Fraction Garden (Comparing Fractions)</a></p> <p><a href="#">Modeling Fractions (Area Models)</a>  <a href="#">Toy Factory (Set Models of Fractions)</a></p>
addition and subtraction to 10 000	<p><a href="#">Adding Decimals (Base-10 Blocks)</a></p> <p><a href="#">Adding Fractions (Fraction Tiles)</a></p> <p><a href="#">Cargo Captain (Multi-digit Subtraction)</a></p> <p><a href="#">Equivalent Fractions (Fraction Tiles)</a></p> <p><a href="#">Fractions Greater than One (Fraction Tiles)</a></p> <p><a href="#">Modeling Fractions (Area Models)</a></p> <p><a href="#">Number Line Frog Hop (Addition and Subtraction)</a></p> <p><a href="#">Subtracting Decimals (Base-10 Blocks)</a>  <a href="#">Target Sum Card Game (Multi-digit Addition)</a></p>
multiplication and division of two- or three-digit numbers by one-digit numbers	<a href="#">No Alien Left Behind (Division with Remainders)</a>
addition and subtraction of decimals to hundredths	<p><a href="#">Adding Decimals (Base-10 Blocks)</a></p> <p><a href="#">Subtracting Decimals (Base-10 Blocks)</a></p>
addition and subtraction facts to 20 (developing computational fluency)	<a href="#">Number Line Frog Hop</a> and other practice

multiplication and division facts to 100 (introductory computational strategies)	<a href="#">Critter Count (Modeling Multiplication)</a>
increasing and decreasing patterns, using tables and charts	<a href="#">Fido's Flower Bed (Perimeter and Area)</a>
algebraic relationships among quantities	<a href="#">Modeling One-Step Equations Gizmo</a>
one-step equations with an unknown number using all operations	<a href="#">Modeling On-Step Equations Gizmo</a>
how to tell time with analog and digital clocks, using 12- and 24-hour clocks	<a href="#">Elapsed Time Gizmo</a>
regular and irregular polygons	<a href="#">Classifying Quadrilaterals Gizmo</a>
perimeter of regular and irregular shapes	<a href="#">Perimeter and Area of Rectangle Gizmo</a> <a href="#">Fido's Flower Bed Gizmo</a>
line symmetry	<a href="#">Quilting Bee (Symmetry)</a> <a href="#">Rock Art (Transformations)</a>
one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs	<a href="#">Forest Ecosystem</a> <a href="#">Graphing Skills</a> <a href="#">Mascot Election (Pictographs and Bar Graphs)</a>
probability experiments	<a href="#">Spin the Big Wheel! (Probability)</a>
financial literacy — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions	<a href="#">Cargo Captain (Multi-digit Subtraction)</a>

<b>Grade Four Curricular Competencies</b>	<b>Correlation to Curriculum</b>
<b>Reasoning and analyzing</b>	
Estimate reasonably	yes
Develop mental math strategies and abilities to make sense of quantities	yes
Use reasoning and logic to explore and make connections	yes
<b>Understanding and solving</b>	
Using multiple strategies to engage in problem solving	yes
Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving	yes
Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community	yes
<b>Communicating and representing</b>	
Communicate in many ways	<a href="#">With help of teacher</a>

Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations	yes
Use technology appropriately to explore mathematics, solve problems, record, communicate, and represent thinking	yes
Connecting and reflecting	
Visualize and describe mathematical concepts	yes
Connect mathematical concepts to each other and make mathematical connections to the real world	yes
Share and reflect upon mathematical thinking	yes
Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts	With help of a teacher