

Teacher

Compiled and organized by the teachers at SMc Curriculum

## TAble of Contents

| TARGET | Cluster | Standards | Page |
| :---: | :---: | :---: | :---: |
| T TARgEt A | Use the four operations with whole numbers to solve problems. | $\text { OA. } 1 \text { - }$ | 1 |
| Target B | Gain familiarity with factors and multiples |  | 2 |
| Target C | Generate and analyze patterns. | 4.OA. 5 | 4 |
| Target D | Generalize place value understal ig fo ulti-digit whole numbers. | $\begin{aligned} & \text { 4.NBT. } 1 \text { - } \\ & \text { 4.NBT. } 3 \end{aligned}$ | 6 |
| ATARGEt E | Use place value understand oo propa es of operations to perfarm multi-d it a vmetic. | 4.NBT. 4 - <br> 4.NBT. 6 | 8 |
| at TARGET F | Extend understandi of fra equivalence and ordering | $\begin{aligned} & \text { 4.NF. } 1 \\ & \text { 4.NF. } 2 \end{aligned}$ | 10 |
| Target G | Build fra ons mint fracions by applying and extending revig armandings of operations on whole numbers. | $\begin{aligned} & \text { 4.NF. } 3 \\ & \text { 4.NF. } 4 \end{aligned}$ | 12 |
| $\leqslant T A R$ | nderstand d imal notation for fractions, and compare | $\begin{aligned} & \text { 4.NF. } 5- \\ & \text { 4.NF. } 7 \end{aligned}$ | 15 |
| TARGET I | Solve pr ems involving measurement and conversion of ments from a larger unit to a smaller unit. | $\begin{aligned} & \text { 4.MD. } 1 \text { - } \\ & \text { 4.MD. } 3 \end{aligned}$ | 17 |
| TARGET J | Represent and interpret data. | 4.MD. 4 | 19 |
| Target K | Geometric measurement: understand concepts of angle and measure angles. | $\begin{aligned} & \text { 4.MD. } 5- \\ & \text { 4.MD. } 7 \end{aligned}$ | 20 |
| Target L | Draw and identify lines and angles, and classify shapes by properties of their lines and angles. | $\begin{aligned} & \text { 4.G. } 1 \text { - } \\ & \text { 4.G. } 3 \end{aligned}$ | 22 |

[^0]
## Grade 4 Claim 1 Target A

## Use the four operations with whole numbers to solve problems.

## Name:

1. A dog has 3 times as many treats as a cat. The dog has 12 treats. How many treats does the cat have?
2. Timmy has 8 toys. Jenna has 24 toys. How many times more toys does Jenna have than Timmy?
3. Ethan ran 800 meters 0 Tuesday. He ran 700 mete on Wednesday. number of meters thay these two days?

4. Mercy spent $\$ 6$ on a pair of earrings. Her mom bought a pair of earrings that cost 5 times as much. How much did Mercy's mom's earrings cost?
5. James has 3 pencils. Suzi has 12 more pencils than James. How many times more pencils does Suzi have than James?
6. Maria divided
 in 4 bags. How nany marbles odid have latit over?

2 marbles
B. 4 marbles

11 marbles
D. 42 marbles uzi have than
7. Two friends each have 80 songs on their MP3 players. A third friend has 42 songs. How many songs do the three friends have altogether?
A. 38 songs
B. 118 songs
C. 122 songs
D. 202 songs

## Grade 4 Claim 1 Target B

## Gain familiarity with factors and multiples.

## Name:

1. Which list has all of the factors of 28?
A. $1,2,3,10,14,28$
B. $1,6,9,12,14,28$
C. $1,2,4,7,14,28$
D. $1,2,4,5,14,28$
2. Complete the table to make four different factor pairs of 48.
3. Which list has all of the factor pairs of 32 ?
A. $1 \times 32,2 \times 16,4 \times 8$
B. $1 \times$
C. $1 \times$
 $12,4 \times 9$
D. $1 \times 32$,

4. w e nun ers in the boxes to ake different factor pairs of

5. Which numriber is factor of both 15 and 20 ?
6. Which numbers are factors of both 21 and 63?
A. $1,3,8$
B. 1, 3, 7
C. 1, 2, 7
D. $1,3,9$
7. Use a check ( $\sqrt{ }$ ) to show whether each number is a multiple of 8 , a factor of 8, or neither. Each number may be matched to more than one description.

|  | Mulitple <br> of 8 | Factor of <br> 8 | Neither a <br> Multiple nor <br> a Factor of 8 |
| :---: | :---: | :---: | :---: |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 8 |  |  |  |
| 12 |  |  |  |
| 16 |  |  |  |

8. Which list of numbers multiples of 6 ?
A. $3,18,24$,
B. $6,16,34,60$
C. 12 ,
D. 36

9. Which number is a multiple of both 3 and 7 ?
10. Decide whether each number is prime or composite.
Complete the table by checking one box in each row.

A. 2
B. 11
C. 15
D. 21
E. 23
F. 27
11. What number is both a factor of 8 and a multiple of 8 ?

## Grade 4 Claim 1 Target C

Generate and analyze patterns.
Name:

1. A pattern is generated using this rule: Start with the number 6 as the first term and add 3 . Write numbers in the boxes to complete the table.

| Term | Number |
| :---: | :---: |
| First | 6 |
| Second |  |
| Third |  |
| Fourth |  |
| Fifth |  |

2. A shape pattern is genera repeating the pa of "Triangle, Star, St the first six terms starting
patern,

3. A number pattern starts with 30 as the first term. Each term after is 2 less than the previous term. Write the first five terms.
4. A pattern is generated using this rule: Start with 32 and add 5. Write one number on each line that makes this sentence correct:

The ones digit for every term in the pattern is either $\qquad$ or $\qquad$ .
7. A pattern is generated using this rule: Start with the number 8 as the first term and add 20.

Part A: Complete the table to show the next six terms of this pattern.

| 8 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $1^{\text {st }}$ <br> term | $\mathbf{2}^{\text {nd }}$ <br> term | $3^{\text {rd }}$ <br> term | $4^{\text {th }}$ <br> tern | $5^{\text {th }}$ | 6 |  |

Part B: Based on observe terms, also in


Circle all of the mbers that are in the pattern.

$$
258 \quad 434 \quad 908 \quad 6,468
$$

8. Write the first 6 terms in the pattern that starts with 1 and multiplies the last term by 3 to get the next term.

9
$\qquad$ nns He buys 5 ma car' each week to dd to his col ron. What is the scription of the pattern do ribe the number of ca s Bar owns based on number of weeks he has seen purchasing cards?

Start at: 14 Add 5
B. Start at: 14 Subtract 5
C. Start at: 5

Subtract 14
D. Start at: 5

Add 14
10. Complete the pattern:

4, 7, 10, $\qquad$ , $\qquad$ -

Starts at: $\qquad$
Math operation and amount:

## Grade 4 Claim 1 Target D

Generalize place value understanding for multi-digit whole numbers.

## Name:

1. Write the symbol ( $<,>$, or $=$ ) in the box that correctly compares each pair of numbers.

2. Put a correct digit in the box $t$ make the comparison true.

3. Round 537,196 t ten thous
4. When rounding to the nearest thousand, what is the smallest whole number that rounds to 13,000 ?
5. When rounding to the nearest thousand, which numbers round to 12,000 ? Mark Yes if the number rounds to 12,000. Mark No if the num E does not round to 12,000 .

Mark True or False for each comparison.

|  | True | False |
| :---: | :---: | :---: |
| 3 hundreds +5 tens $>500+30$ |  |  |
| $632<30+600+2$ |  |  |
| 30 tens +40 ones $=340$ |  |  |

7. Write the symbol ( $<,>$, or $=$ ) in the box that correctly completes the statement.

$$
500+4+60 \square 400+60+5
$$

8. Write the symbol ( $<,>$, or $=$ ) that goes in the box that makes this comparison true.


3 hundreds
+5 thousands +2 tens
9. Select the statement that explains how the values of the numbers 350 and 3500 are different.
A. 3500 is 1000 times as large as 350.
B. 3500 is 100 times as larg as 350 .
C. 3500 is 10 times 350.
D. 3500 is 1 tip as large 350.
10. Which digits croate true state men ul in the box? Serect all at apply.

A. 4
B. 5
C. 6
D. 7
E. 8
F. 9
11. How is the 2 in the number 972 similar to and different from the 2 in the number 927 ?
A. It is worth one more in 927.
B. It is worth ten times the amount in 27 compared to 972.
C. You not npare the value tb twos.
D. It is worth 55 re in 972 ompared to 27 .
13. What digit can you put in the box to make the comparison true?



[^0]:    Tr Priority cluster

