Fourth Grade Math Learning Progression

Vocabulary: Whole, unit, fraction, improper, proper, model, mixed number, equivalent, demonstrate, explain

Order, place, and explain positions of fractions closer to zero, one-half, or one. Determine, model, and explain the simple fractional division of various sets of markers, chips, tiles, or number lines. Determine,
model, and
explain the
fraction
equivalence
using different
sets of
markers, chips,
or tiles.

Demonstrate and explain understandings of fraction concepts by reconstructing the unit when given a fractional part. CCSSM 4.NF.3

Demonstrate, model, and explain the concepts applied to changing improper fractions to mixed numbers and vice versa.

Write a fraction equivalent to a given fraction (including fractions greater than 1).

CCSSM 4.NF.1

4.2.F:

"I can place in order and explain whether a common fraction is closer to zero, one-half, or one."

Formative Assessments:

Number lines
Pictures
Models
Pieces of shapes
Fraction plates or circles

"I can show and explain which fractions will work and which fractions will not work with sets of chips, markers, or tiles."

Formative Assessments:

Markers
Chips
Color tiles
Graph paper models
Marked number lines

"I can use different sets of markers, chips or tiles to show and explain fraction equivalence."

Formative Assessments:

Markers

Chips
Color tiles
Graph paper models
Marked number lines
Fraction plates or circles

"I can visually show, identify, and explain the unit If you tell me the fractional part of a unit."

Formative Assessments:

Markers
Chips
Color tiles
Graph paper models
Marked number lines
Fraction plates or circles

"I can show, write, and explain fractions greater than one, change an improper fraction to a mixed number, and/or a mixed number to an improper fraction."

Formative Assessments:

Markers
Chips
Color tiles
Graph paper models
Marked number lines
Fraction plates or circles



Math & Science Collaborative Inquiry Project