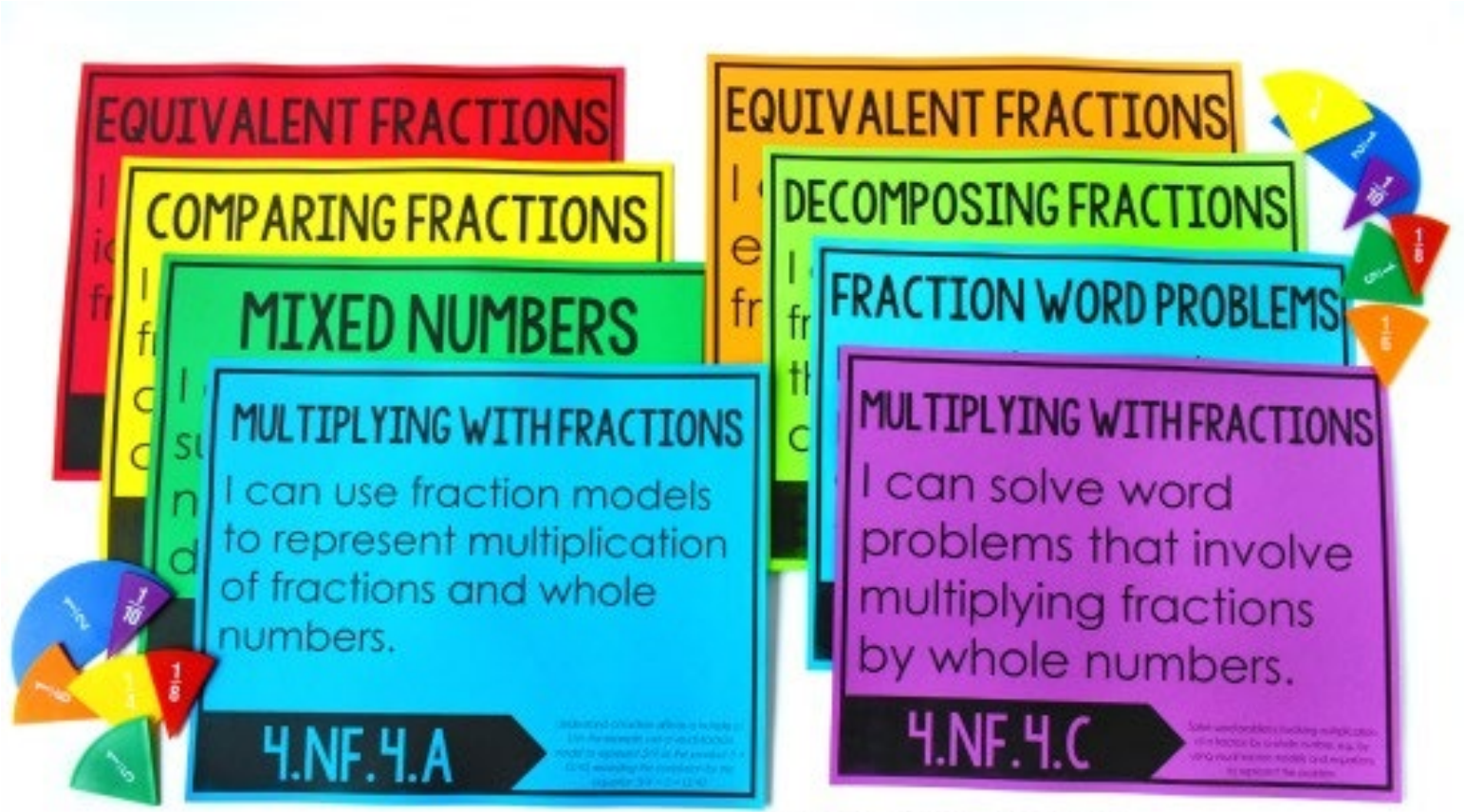
4TH GRADE MATH "I CAN" STATEMENTS



RECOMMENDED RESOURCE

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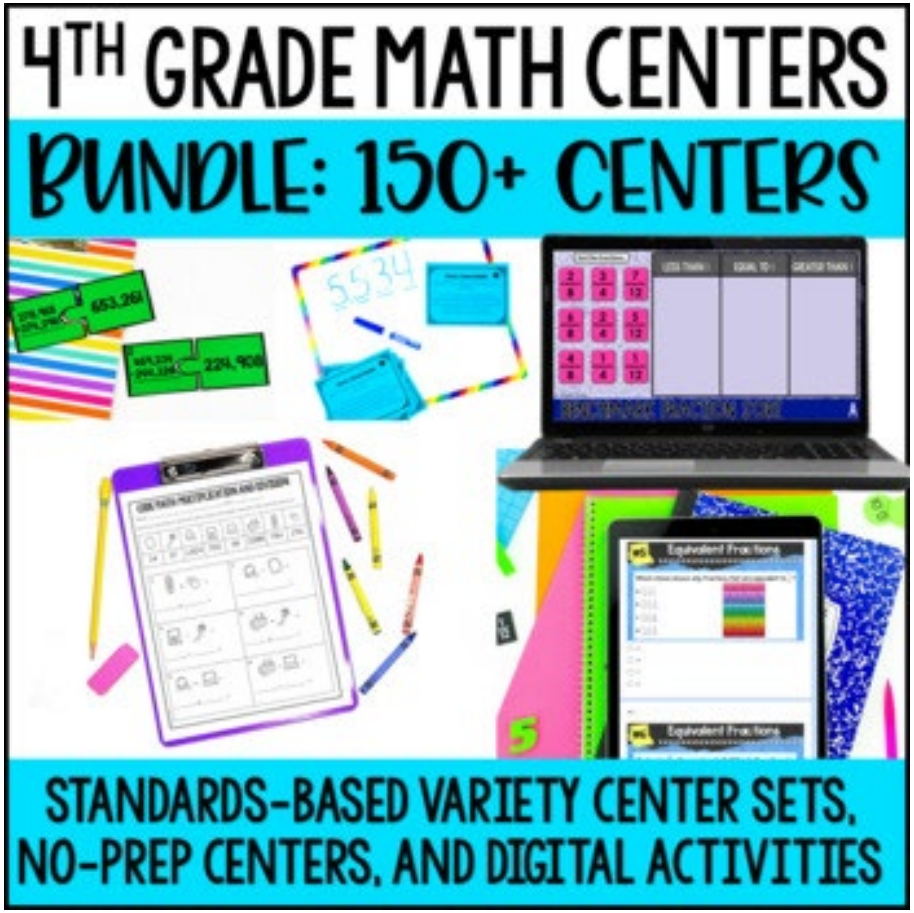

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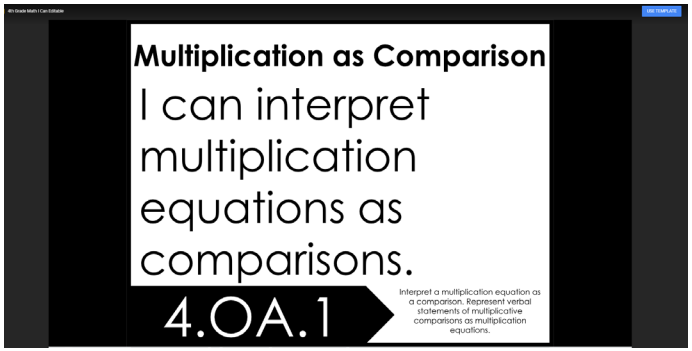

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MULTIPLICATION AS COMPARISON

I can interpret multiplication equations as comparisons.

4.OA.1

Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.

MULTIPLICATION AS COMPARISON

I can represent multiplicative comparison statements as multiplication equations.

4.OA.1

Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.

MULTIPLICATIVE COMPARISON

I can multiply or divide to solve word problems involving multiplicative comparison.

4.OA.2

Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.

MULTIPLICATIVE COMPARISON

I can tell the difference between comparisons involving multiplication and comparisons involving addition.

4.OA.2

Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.

MULTI-STEP WORD PROBLEMS

I can solve multi-step word problems.

4.OA.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.

INTERPRETING REMAINDERS

I can interpret the remainder of a division problem correctly.

4.OA.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.

REPRESENTING PROBLEMS

I can solve word problems by using letters to represent unknown quantities.

4.OA.3

Represent problems using equations with a letter standing for the unknown quantity.

REASONABLENESS

I can use mental math and estimation to determine whether my answer is reasonable.

4.OA.3

Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

FACTOR PAIRS

I can find factor pairs for whole numbers up to 100.

4.OA.4

Find all factor pairs for a whole number in the range 1-100.

FACTORS & MULTIPLES

I can show that a whole number is a multiple of its factors.

4.OA.4

Recognize that a whole number is a multiple of each of its factors.

MULTIPLES

I can determine if a whole number is a multiple of a given number.

4.OA.4

Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number.

PRIME AND COMPOSITE

I can determine if a given number is prime or composite.

4.OA.4

Determine whether a given whole number in the range 1-100 is prime or composite.

PATTERNS

I can create a number or shape pattern using a given rule.

4.OA.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.

PATTERNS

I can analyze a pattern to identify features of the pattern that are not stated in the rule.

4.OA.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.

ADJACENT PLACE VALUE

I can explain that in a multi-digit whole number, a digit in one place is ten times the value of a digit to its right.

4.NBT.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.

REPRESENTING NUMBERS

I can read and write whole numbers up to one million.

4.NBT.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.

BASE-TEN NUMERAL FORM

I can read and write whole numbers in base-ten numeral form.

4.NBT.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.

NUMBER NAME FORM

I can read and write whole numbers in number name form.

4.NBT.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.

EXPANDED FORM

I can read and write whole numbers in expanded form.

4.NBT.2

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form.

COMPARING NUMBERS

I can compare two whole numbers using >, <, and = symbols.

4.NBT.2

Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

ROUNDING NUMBERS

I can round whole numbers to any place value.

4.NBT.3

Use place value understanding to round multi-digit whole numbers to any place.

ADDING & SUBTRACTING

I can add and subtract multi-digit whole numbers.

4.NBT.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

MULTIPLICATION

I can multiply up to 4-digit numbers by 1-digit numbers.

4.NBT.5

Multiply a whole number of up to four digits by a one-digit whole number using strategies based on place value and the properties of operations.

MULTIPLICATION

I can multiply 2-digit numbers by 2-digit numbers.

4.NBT.5

Multiply two two-digit numbers, using strategies based on place value and the properties of operations.

MULTIPLICATION

I can explain my calculations by using arrays, area models, and equations.

4.NBT.5

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.

DIVISION

I can divide multi-digit numbers by 1-digit numbers, using a variety of strategies.

4.NBT.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.

DIVISION

I can use equations, arrays, and models to explain division calculations.

4.NBT.6

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

EQUIVALENT FRACTIONS

I can recognize and identify equivalent fractions.

4.NF.1

Explain why a fraction is equivalent to a fraction by using visual fraction models. Use this principle to recognize and generate equivalent fractions.

EQUIVALENT FRACTIONS

I can use visual models to show why fractions are equivalent.

4.NF.1

Explain why a fraction is equivalent to a fraction by using visual fraction models. Use this principle to recognize and generate equivalent fractions.

EQUIVALENT FRACTIONS

I can generate equivalent fractions.

4.NF.1

Explain why a fraction is equivalent to a fraction by using visual fraction models. Use this principle to recognize and generate equivalent fractions.

COMPARING FRACTIONS

I can compare fractions with different numerators and different denominators.

4.NF.2

Compare two fractions with different numerators and different denominators. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.

COMPARING FRACTIONS

I can compare fractions by creating common denominators.

4.NF.2

Compare two fractions with different numerators and different denominators. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.

COMPARING FRACTIONS

I can compare two fractions using >, <, and =, and justify my comparisons.

4.NF.2

Compare two fractions with different numerators and different denominators. Record the results of comparisons with symbols >, =, or <, and justify the conclusions.

COMPARING FRACTIONS

I can recognize that I can only compare fractions when they refer to the same whole.

4.NF.2

Recognize that comparisons are valid only when the two fractions refer to the same whole.

ADDING & SUBTRACTING FRACTIONS

I can understand adding and subtracting fractions as joining and separating parts of the same whole.

4.NF.3.A

Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

ADDING & SUBTRACTING FRACTIONS

I can add and subtract fractions with like denominators.

4.NF.3.A

Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

DECOMPOSING FRACTIONS

I can decompose a fraction and record the decomposition as an equation.

4.NF.3.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.

DECOMPOSING FRACTIONS

I can break a fraction up into a sum of fractions, recording it as an equation.

4.NF.3.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.

MIXED NUMBERS

I can add and subtract mixed numbers with like denominators.

4.NF.3.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.

FRACTION WORD PROBLEMS

I can solve word problems by adding and subtracting fractions.

4.NF.3.D

Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

FRACTION WORD PROBLEMS

I can use visual fraction models and equations to represent fraction problems.

4.NF.3.D

Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

MULTIPLYING WITH FRACTIONS

I can use fraction models to represent multiplication of fractions and whole numbers.

4.NF.4.A

Understand a fraction *a*/*b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*

MULTIPLYING WITH FRACTIONS

I can explain how multiplying a whole number by a fraction can be changed to multiplying a whole number by a unit fraction.

4.NF.4.B

Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number.

MULTIPLYING WITH FRACTIONS

I can solve word problems that involve multiplying fractions by whole numbers.

4.NF.4.C

Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

RENAMING FRACTIONS

I can express a fraction with a denominator of 10 as a fraction with a denominator of 100.

4.NF.5

Express a fraction with denominator 10 as an equivalent fraction with denominator 100.

ADDING FRACTIONS

I can add two fractions with denominators of 10 and 100 by creating equivalent fractions.

4.NF.5

Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with denominators 10 and 100.

FRACTIONS AS DECIMALS

I can write fractions with denominators of 10 and 100 as decimals.

4.NF.6

Use decimal notation for fractions with denominators 10 or 100.

COMPARING DECIMALS

I can compare two decimals using >, <, and = and justify my comparisons.

4.NF.7

Compare two decimals to hundredths by reasoning about their size. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.

MEASUREMENT UNITS

I can understand relative sizes of measurement within one system.

4.MD.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.

MEASUREMENT CONVERSION

I can convert measurements into other units.

4.MD.1

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.

MEASUREMENT CONVERSION

I can determine measurement equivalencies and record them in a table.

4.MD.1

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.

MEASUREMENT PROBLEMS

I can solve a variety of word problems involving distance, time, money, and measurement.

4.MD.2

Use the four operations to solve word problems involving distances, time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals.

MEASUREMENT DIAGRAMS

I can represent measurement amounts using diagrams.

4.MD.2

Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

PERIMETER

I can use the perimeter formula to solve real world and mathematical problems.

4.MD.3

Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

AREA

I can use the area formula to solve real world and mathematical problems.

4.MD.3

Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

PERIMETER & AREA

I can solve real world and mathematical problems involving area and perimeter.

4.MD.3

Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

LINE PLOTS

I can create a line plot and display a set of data.

4.MD.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.

LINE PLOT PROBLEMS

I can solve problems using information from line plots.

4.MD.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.

UNDERSTANDING ANGLES

I can understand and explain how angles are formed.

4.MD.5

Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.

ANGLES AND CIRCLES

I can understand how an angle is measured by its reference to a circle.

4.MD.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.

ONE-DEGREE ANGLE

I can define and explain a “one-degree angle” and how it is used to measure angles.

4.MD.5.A

An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.

ANGLE MEASURE

I can explain how the measure of an angle is a multiple of the "one-degree angle."

4.MD.5.B

An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.

MEASURING ANGLES

I can use a protractor to measure angles.

4.MD.6

Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

SKETCHING ANGLES

I can sketch angles when given a specific measure.

4.MD.6

Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

ADDITIVE ANGLES

I can recognize that an angle can be divided into smaller angles and that the angle measure of the whole is the sum of the smaller angles.

4.MD.7

Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts.

ADDITIVE ANGLES

I can add and subtract to find the measure of unknown angles in real world and mathematical problems.

4.MD.7

Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.

GEOMETRIC ELEMENTS

I can identify and draw points, lines, line segments, rays, and angles.

4.G.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

TYPES OF ANGLES

I can identify and draw right, acute, and obtuse angles.

4.G.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

TYPES OF LINES

I can identify and draw perpendicular and parallel lines.

4.G.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

IDENTIFYING ELEMENTS

I can identify geometric elements in two-dimensional figures.

4.G.1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

CLASSIFYING SHAPES

I can classify two-dimensional figures based on whether or not they have parallel or perpendicular lines.

4.G.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.

CLASSIFYING SHAPES

I can classify two-dimensional figures based on the size of their angles.

4.G.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.

RIGHT TRIANGLES

I can determine if a triangle is a right triangle.

4.G.2

Recognize right triangles as a category, and identify right triangles.

LINES OF SYMMETRY

I can recognize lines of symmetry for two-dimensional figures.

4.G.3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

SYMMETRIC FIGURES

I can determine if a figure is symmetric or not.

4.G.3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

LINES OF SYMMETRY

I can draw lines of symmetry for two-dimensional figures.

4.G.3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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Thanks!
Jennifer Findley

Lisa Michalek.