

## Northpoint Horizons

### *Math Elevations* Correlated to the Florida State Mathematic Content Standards & Access Points

Grade 4

This document provides a sampling of the extensive math directives offered throughout the *Math Elevations* program that meet the Florida Mathematics Access Points. All examples taken from Level D unless indicated for Level C.

Math Access Points	<i>Math Elevations (Level D) Grade 4 Teacher's Guide Examples/Lessons</i>
<b>BIG IDEA 1: Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.</b>	
<b>Access Points</b>	<b>Unit 1 – Numbers and Operations Unit 2 – Addition and Subtraction Unit 3 – Multiplication and Division</b>
MA.4.A.1.In.a Solve problems involving combining (multiplying) or separating into (dividing) equal sets with quantities to 30 using objects and pictures with numerals.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27 3.1 Meaning of Multiplication, pp. 54-55 3.2 Multiplication Facts of 2, 5, and 10, pp. 56-57 3.3 Multiplication Facts of 3 and 6, pp. 58-59 3.4 Multiplication Facts of 4 and 8, pp. 60-61 3.5 Multiplication Facts of 7 and 9, pp. 62-63 3.6 Division as Equal Grouping and Sharing Equally, pp. 64-65 <b>Level D</b> 1.5 Fractions as Part of a Set, pp. 26-27
MA.4.A.1.In.b Solve real-world addition and subtraction problems with two-digit numbers to 30 without regrouping, and check for accuracy.	<b>Level C</b> 2.1 Addition and Subtraction Families, pp. 36-37 2.2 Adding Two-Digit Numbers, pp. 38-39

<b>Math Access Points</b>	<b>Math Elevations (Level D) Grade 4 Teacher's Guide Examples/Lessons</b>
	2.3 Using Estimation in Addition, pp. 40-41 2.8 Addition and Subtraction Word Problems, pp. 50-51
MA.4.A.1.Pa.a Solve simple problems involving joining or separating sets of objects to 4.	<b>Level C</b> 3.1 Meaning of Multiplication, pp. 54-55 3.2 Multiplication Facts of 2, 5, and 10, pp. 56-57 3.3 Multiplication Facts of 3 and 6, pp. 58-59 3.4 Multiplication Facts of 4 and 8, pp. 60-61 3.5 Multiplication Facts of 7 and 9, pp. 62-63 3.6 Division as Equal Grouping and Sharing Equally, pp. 64-65
MA.4.A.1.Pa.b Recognize when items have been added to or removed from sets of objects to 4.	<b>Level C</b> 2.1 Addition and Subtraction Families, pp. 36-37 2.8 Addition and Subtraction Word Problems, pp. 50-51 3.1 Meaning of Multiplication, pp. 54-55 3.2 Multiplication Facts of 2, 5, and 10, pp. 56-57 3.3 Multiplication Facts of 3 and 6, pp. 58-59 3.4 Multiplication Facts of 4 and 8, pp. 60-61 3.5 Multiplication Facts of 7 and 9, pp. 62-63 3.6 Division as Equal Grouping and Sharing Equally, pp. 64-65
MA.4.A.1.Su.a Solve problems that involve combining (multiplying) and separating (dividing) equal sets with quantities to 15 using objects and pictures.	<b>Level C</b> 3.1 Meaning of Multiplication, pp. 54-55 3.2 Multiplication Facts of 2, 5, and 10, pp. 56-57 3.3 Multiplication Facts of 3 and 6, pp. 58-59 3.4 Multiplication Facts of 4 and 8, pp. 60-61 3.5 Multiplication Facts of 7 and 9, pp. 62-63 3.6 Division as Equal Grouping and Sharing Equally, pp. 64-65
MA.4.A.1.Su.b Solve real-world problems involving addition facts with sums to 15 and related subtraction facts using numerals with sets of pictures and the +, -, and = signs.	<b>Level C</b> 2.1 Addition and Subtraction Families, pp. 36-37 2.2 Adding Two-Digit Numbers, pp. 38-39 2.3 Using Estimation in Addition, pp. 40-41

Math Access Points	<i>Math Elevations (Level D) Grade 4 Teacher's Guide Examples/Lessons</i>
	2.8 Addition and Subtraction Word Problems, pp. 50-51
<b>BIG IDEA 2: Develop an understanding of decimals, including the connection between fractions and decimals.</b>	
<b>Access Points</b>	<b>Unit 1 – Numbers and Operations Unit 4 – Fractions</b>
MA.4.A.2.In.a Apply the concepts of counting, grouping, and place value with whole numbers to create sets of tens and ones to identify the value of whole numbers to 50.	<b>Level C</b> 1.1 Four-Digit Numbers, pp. 18-19 <b>Level D</b> 1.8 Problem Solving, pp. 32-33
MA.4.A.2.In.b Express and represent fractions, including halves and fourths, as parts of a whole and parts of a set using objects, pictures, and number names.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27 1.6 Fractions as Part of a Set, pp. 28-29 1.7 Comparing Fractions, pp. 30-31 <b>Level D</b> 1.4 Fractions as Part of a Whole, pp. 24-25 1.5 Fractions as Part of a Set, pp. 26-27 1.6 Fractions as Decimals, pp. 28-29 1.8 Problem Solving, pp. 32-33 4.2 Equivalent Fractions, pp. 74-75
MA.4.A.2.In.c Identify differences between halves, fourths, and a whole.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27 <b>Level D</b> 1.4 Fractions as Part of a Whole, pp. 24-25
MA.4.A.2.Pa.a Match objects to marked spaces to show one-to-one correspondence for quantities 1 to 4.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27
MA.4.A.2.Pa.b Distinguish parts of objects from whole objects.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27 <b>Level D</b> 1.4 Fractions as Part of a Whole, pp. 24-25
MA.4.A.2.Pa.c Recognize a half of an object as part of the whole object.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27

<b>Math Access Points</b>	<b>Math Elevations (Level D) Grade 4 Teacher's Guide Examples/Lessons</b>
	<b>Level D</b> 1.4 Fractions as Part of a Whole, pp. 24-25
MA.4.A.2.Su.a Apply the concept of grouping to create sets of tens and ones to 18 as a strategy for counting objects.	<b>Level C</b> 1.1 Four-Digit Numbers, pp. 18-19
MA.4.A.2.Su.a Represent half and whole using area and sets of objects.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27 <b>Level D</b> 1.4 Fractions as Part of a Whole, pp. 24-25
MA.4.A.2.Su.a Identify half as a part of a whole.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27 <b>Level D</b> 1.4 Fractions as Part of a Whole, pp. 24-25
<b>BIG IDEA 3: Develop an understanding of area and determine the area of two-dimensional shapes.</b>	
<b>Access Points</b>	<b>Unit 6 – Measurement</b> <b>Unit 7 – Geometry</b>
MA.4.G.3.In.a Identify examples of the distance around all sides (perimeter) and area of squares and rectangles in the environment.	6.1 Perimeter of Squares and Rectangles, pp. 108-109 6.2 Area of Squares and Rectangles, pp. 110-111
MA.4.G.3.In.b Find the length of the sides and the area of rectangular and square objects using square units.	6.1 Perimeter of Squares and Rectangles, pp. 108-109 6.2 Area of Squares and Rectangles, pp. 110-111
MA.4.G.3.In.c Measure whole inches and feet using a ruler to solve real-world linear measurement problems.	<b>Level C – Unit 7 Measurement</b> 7.2 Length (Customary Units), pp. 128-129
MA.4.G.3.Pa.a Identify the sides of a square or rectangle.	6.1 Perimeter of Squares and Rectangles, pp. 108-109
MA.4.G.3.Pa.a Recognize differences in the length of the sides of rectangles.	6.1 Perimeter of Squares and Rectangles, pp. 108-109
MA.4.G.3.Su.a Identify examples of the concept of area in the environment.	<b>Level C – Unit 7 Measurement</b> 7.5 Area, pp. 134-135
MA.4.G.3.Su.b Count the number of square units of a	6.2 Area of Squares and Rectangles, pp. 110-111

<b>Math Access Points</b>	<b><i>Math Elevations (Level D) Grade 4 Teacher's Guide Examples/Lessons</i></b>
rectangle marked with a grid to determine its area.	
MA.4.G.3.Su.c Measure the length of sides of rectangles using whole inches.	6.1 Perimeter of Squares and Rectangles, pp. 108-109
<b>SUPPORTING IDEAS: Algebra</b>	
<b>Access Points</b>	<b>Unit 1 – Numbers and Operations Unit 5 – Algebra and Functions</b>
MA.4.A.4.In.a Identify and extend growing visual and number patterns using strategies, such as skip counting.	<b>Level C – Unit 5 Algebra, Patterns, and Functions</b> 5.3 Skip Counting, pp. 94-95 5.4 Number Patterns, pp. 96-97 5.5 Number Machines, pp. 98-99 5.6 Picture Patterns, pp. 100-101 5.7 Pattern Puzzles, pp. 102-103 5.8 Word Problem Patterns, pp. 104-105
MA.4.A.4.In.b Describe equal and unequal sets using terms including greater than, less than, and equal to.	<b>Level C</b> 1.2 Comparing and Ordering Numbers, pp. 20-21 <b>Level D</b> 1.2 Comparing Numbers, pp. 20-21
MA.4.A.4.In.c Identify the rule, including 1 less, 2 less, and 3 less, represented in number pairs.	<b>Level C</b> 1.2 Comparing and Ordering Numbers, pp. 20-21 <b>Level D</b> 1.2 Comparing Numbers, pp. 20-21
MA.4.A.4.Pa.a Indicate the next step in a pattern or sequence of activities.	<b>Level C – Unit 5 Algebra, Patterns, and Functions</b> 5.3 Skip Counting, pp. 94-95 5.4 Number Patterns, pp. 96-97 5.5 Number Machines, pp. 98-99 5.6 Picture Patterns, pp. 100-101 5.7 Pattern Puzzles, pp. 102-103 5.8 Word Problem Patterns, pp. 104-105 <b>Level D</b> 5.4 Functional Relationships, pp. 96-97 5.5 Linear Functions, pp. 98-99
MA.4.A.4.Pa.b Use one-to-one correspondence to	At all levels the manipulatives provided in the program

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compare sets of objects to 4 and determine if they are the same or different (equal or unequal).	can be used to teach this skill.
MA.4.A.4.Pa.c Recognize the quantity of a set of objects to 3 and add 1 more.	<b>Level C</b> 1.6 Fractions as Part of a Set, pp. 28-29
MA.4.A.4.Su.a Identify and copy two-element repeating visual patterns using objects and pictures.	<b>Level C</b> 5.6 Picture Patterns, pp. 100-101 5.7 Pattern Puzzles, pp. 102-103 5.8 Word Problem Patterns, pp. 104-105
MA.4.A.4.Su.b Determine if the number in two sets of objects to 10 are same or different (equal or unequal).	At all levels the manipulatives provided in the program can be used to teach this skill.
MA.4.A.4.Su.c Use the rule, 1 more, to identify the next number with numbers 1 to 20.	At all levels the manipulatives provided in the program can be used to teach this skill.
<b>SUPPORTING IDEAS: Geometry and Measurement</b>	
<b>Access Points</b>	<b>Unit 6 – Measurement</b> <b>Unit 7 – Geometry</b>
MA.4.G.5.In.a Locate angles in two-dimensional shapes, including triangles and rectangles.	<b>Level C – Unit 6 Geometry</b> 6.1 Lines and Angles, pp. 108-109 6.3 Plane Figures, pp. 112-113 <b>Level D</b> 7.3 Classifying Polygons, pp. 130-131
MA.4.G.5.In.b Identify examples of two-dimensional figures that are the same shape and size (congruency) and figures that are visually the same on both sides of a central dividing line (symmetry) in the environment.	<b>Level C – Unit 6 Geometry</b> 6.4 Congruent Figures, pp. 114-115 6.5 Lines of Symmetry, pp. 116-117 <b>Level D</b> 7.4 Symmetry, pp. 132-133 7.5 Flips and Slides, pp. 134-135
MA.4.G.5.In.c Sort three-dimensional objects, such as cubes, cylinders, cones, rectangular prisms, and spheres.	<b>Level C – Unit 6 Geometry</b> 6.6 Solid Figures, pp. 118-119 <b>Level D</b> 7.7 Solid Figures, pp. 138-139
MA.4.G.5.Pa.a Recognize corners (angles) in common	<b>Level C – Unit 6 Geometry</b>

<b>Math Access Points</b>	<b>Math Elevations (Level D) Grade 4 Teacher's Guide Examples/Lessons</b>
objects with two-dimensional shapes, such as a square or rectangle.	6.1 Lines and Angles, pp. 108-109
MA.4.G.5.Pa.b Recognize the two sides of a two-dimensional figure created by a central dividing line (symmetry).	<b>Level C – Unit 6 Geometry</b> 6.5 Lines of Symmetry, pp. 116-117 <b>Level D</b> 7.4 Symmetry, pp. 132-133
MA.4.G.5.Pa.c Recognize three-dimensional objects, such as ball (sphere), block (cube), or tube (cylinder).	<b>Level C – Unit 6 Geometry</b> 6.6 Solid Figures, pp. 118-119 <b>Level D</b> 7.7 Solid Figures, pp. 138-139
MA.4.G.5.Su.a Locate angles within a triangle.	<b>Level C – Unit 6 Geometry</b> 6.3 Plane Figures, pp. 112-113
MA.4.G.5.Su.b Identify two-dimensional figures that are visually the same on both sides of a central dividing line (symmetry).	<b>Level C – Unit 6 Geometry</b> 6.5 Lines of Symmetry, pp. 116-117 <b>Level D</b> 7.4 Symmetry, pp. 132-133
MA.4.G.5.Su.c Match three-dimensional objects with models, such as a cube, cylinder, cone, and sphere.	<b>Level C – Unit 6 Geometry</b> 6.6 Solid Figures, pp. 118-119 <b>Level D</b> 7.7 Solid Figures, pp. 138-139
<b>SUPPORTING IDEAS: Numbers and Operations</b>	
<b>Access Points</b>	<b>Unit 1 – Numbers and Operations</b> <b>Unit 2 – Addition and Subtraction</b> <b>Unit 5 – Algebra and Functions</b>
MA.4.A.6.In.a Express, represent, and use whole numbers 0 to 50 in various contexts.	<b>Level C</b> 1.4 Odd and Even Numbers, pp. 24-25 1.6 Fractions as Part of a Set, pp. 28-29 1.7 Comparing Fractions, pp. 30-31
MA.4.A.6.In.b Use the inverse relationship of addition and subtraction as a strategy to solve problems.	<b>Level C</b> 2.1 Addition and Subtraction Families, pp. 36-37
MA.4.A.6.In.c Identify the relationship between halves, fourths, and a whole.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27

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	<b>Level D</b> 1.4 Fractions as Part of a Whole, pp. 24-25
MA.4.A.6.In.d Use skip counting by 5s and 10s to determine amounts to 50.	<b>Level C</b> 5.3 Skip Counting, pp. 94-95
MA.4.A.6.In.e Use strategies such as comparing and grouping to estimate quantities to 20.	<b>Level C</b> 2.3 Using Estimation in Addition, pp. 40-41
MA.4.A.6.Pa.a Use quantities to 4 represented by objects, pictures, or number names in various contexts.	At all levels the manipulatives provided in the program can be used to teach this skill.
MA.4.A.6.Pa.b Separate groups of objects to 4 into sets with the same quantity.	<b>Level C</b> 1.6 Fractions as Part of a Set, pp. 28-29
MA.4.A.6.Pa.c Match parts to whole objects.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27 <b>Level D</b> 1.4 Fractions as Part of a Whole, pp. 24-25
MA.4.A.6.Su.a Express, represent, and use whole numbers to 25 using sets of objects and pictures, number names, and numerals in various contexts.	At all levels the manipulatives provided in the program can be used to teach this skill.
MA.4.A.6.Su.b Use ordinal numbers, including first and second, in real-world situations.	At all levels the manipulatives provided in the program can be used to teach this skill.
MA.4.A.6.Su.c Use objects and pictures to represent the relationship between addition with sums to 15 and related subtraction facts.	<b>Level C</b> 2.1 Addition and Subtraction Families, pp. 36-37 5.1 Missing Addends and Subtrahends, pp. 90-91
MA.4.A.6.Su.d Identify the relationship between half and whole.	<b>Level C</b> 1.5 Fractions as Part of a Whole, pp. 26-27 <b>Level D</b> 1.4 Fractions as Part of a Whole, pp. 24-25
MA.4.A.6.Su.e Separate quantities to 25 into equal sets and identify the total number of sets and the number in each set.	<b>Level C</b> 1.4 Odd and Even Numbers, pp. 24-25 1.6 Fractions as Part of a Set, pp. 28-29
MA.4.A.6.Su.f Use strategies such as comparing and grouping to estimate quantities to 10.	<b>Level C</b> 2.2 Adding Two-Digit Numbers, pp. 38-39

<b>Math Access Points</b>	<b><i>Math Elevations (Level D) Grade 4 Teacher's Guide Examples/Lessons</i></b>
	2.3 Using Estimation in Addition, pp. 40-41