

**2020 – 2021 Grade 4 Mathematics
Sequence Guide of Prioritized Outcomes
SCOs 17; FLs 8**

**Curriculum Document Link
&
Primary Resource Sections**

<p>4.N1 Represent and describe whole numbers to 10 000, concretely, pictorially and symbolically.</p> <p>4.N2 Compare and order numbers to 10 000.</p>	<p>4.N1 Curriculum Guide Link p. 20 Math Makes Sense 2.1</p> <p>4.N2 Curriculum Guide Link p. 24 Math Makes Sense 2.2, 2.3</p>
<p>4.N3 Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by: using personal strategies for adding and subtracting, estimating sums and differences, and solving problems involving addition and subtraction.</p> <p>4.N8 Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to name and record fractions for the parts of a whole or a set, compare and order fractions, model and explain that for different wholes, two identical fractions may not represent the same quantity and to provide examples of where fractions are used.</p>	<p>4.N3 Curriculum Guide Link p. 28 Math Makes Sense 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13</p> <p>4.N8 Curriculum Guide Link p. 44 Math Makes Sense 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8</p>
<p>4.N9 Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically.</p> <p>4.N10 Relate decimals to fractions (to hundredths).</p> <p>4.N11 Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by using compatible numbers, estimating sums and differences and using mental math strategies to solve problems.</p>	<p>4.N9 Curriculum Guide Link p. 48 Math Makes Sense 5.9, 5.10, 5.11, 5.14</p> <p>4.N10 Curriculum Guide Link p. 48 Math Makes Sense 5.9, 5.10, 5.11, 5.14</p> <p>4.N11 Curriculum Guide Link p. 52 Math Makes Sense 5.12, 5.13, 5.14</p>
<p>4.N4 Explain the properties of 0 and 1 for multiplication and the property of 1 for division.</p> <p>4.N5 Describe and apply mental mathematics strategies, such as: skip counting from a known fact, using doubling or halving, using doubling or halving and adding or subtracting one more group, and using patterns in the 9s facts to determine basic multiplication facts to 9 x 9 and related division facts.</p>	<p>4.N4 Curriculum Guide Link p. 32 Math Makes Sense 3.2, 3.7</p> <p>4.N5 Curriculum Guide Link p. 32 Math Makes Sense 3.1, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10</p>
<p>4.N6 Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by: using personal strategies for multiplication with and without concrete materials; using arrays to represent multiplication; and, connecting concrete representation to symbolic representations and estimating products.</p> <p>4.N7 Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by using personal strategies for dividing with and without concrete materials, estimating quotients and relating division to multiplication.</p>	<p>4.N6 Curriculum Guide Link p. 36 Math Makes Sense 8.1, 8.2, 8.3, 8.5, 8.6, 8.7</p> <p>4.N7 Curriculum Guide Link p. 40 Math Makes Sense 8.8, 8.9, 8.10, 8.11</p>
<p>4.SS3 Demonstrate an understanding of area of regular and irregular 2-D shapes by recognizing that area is measured in square units, selecting and justifying referents for the units cm² or m², estimating area by using referents for cm² or m², determining and recording area (cm² or m²), constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area.</p> <p>4.PR1 Identify and describe patterns found in tables and charts, including a multiplication chart.</p> <p>4.PR2 Reproduce a pattern shown in a table or chart using concrete materials.</p>	<p>4.SS3 Curriculum Guide Link p. 84 Math Makes Sense 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13</p> <p>4.PR1 Curriculum Guide Link p. 58 Math Makes Sense 1.1, 3.5</p> <p>4.PR2 Curriculum Guide Link p. 62 Math Makes Sense 1.3</p>
<p>4.PR3 Represent and describe patterns and relationships using charts and tables to solve problems.</p>	<p>4.PR3 Curriculum Guide Link p. 62 Math Makes Sense 1.3, 3.6, 8.4, 8.6</p>
<p>4.PR5 Express a given problem as an equation in which a symbol is used to represent an unknown number.</p> <p>4.PR6 Solve one-step equations involving a symbol to represent an unknown number.</p>	<p>4.PR5 Curriculum Guide Link p. 70 Math Makes Sense 1.4, 1.5, 1.6</p> <p>4.PR6 Curriculum Guide Link p. 70 Math Makes Sense 1.4, 1.5</p>

Grade 4 Math	2020/2021
Month	Prioritized Outcomes
September	4.N1, 4.N2
October	
November	4.N3, 4.N8
December	4.N9, 4.N10, 4.N11
January	4.N9, 4.N10, 4.N11
February	4.N4, 4.N5
March	4.N6, 4.N7
April	4.SS3, 4.PR1, 4.PR2
	4.PR3
May	4.PR5, 4.PR6
June	Consolidation of Learning