G4 Templates

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Lesson 1

A

Convert to Dollars

1.	1 cent =	$ 0.	23.	6 pennies =	
2.	2 cents =		24.	5 dimes =	
3.	3 cents =		25.	5 pennies =	
4.	8 cents =		26.	1 dime 1 penny =	
5.	80 cents =		27.	1 dime 2 pennies =	
6.	70 cents =		28.	1 dime 7 pennies =	
7.	60 cents =		29.	4 dimes 5 pennies =	
8.	20 cents =		30.	6 dimes 3 pennies =	
9.	1 penny =		31.	3 pennies 6 dimes =	
10.	1 dime =		32.	7 pennies 9 dimes =	
11.	2 pennies =		33.	1 quarter =	
12.	2 dimes =		34.	2 quarters =	
13.	3 pennies =		35.	3 quarters =	
14.	3 dimes =		36.	2 quarters 3 pennies =	
15.	9 dimes =		37.	1 quarter 3 pennies =	
16.	7 pennies =		38.	3 quarters 3 pennies =	
17.	8 dimes =		39.	2 quarters 2 dimes =	
18.	4 pennies =		40.	1 quarter 1 dime =	
19.	6 dimes =		41.	3 quarters 1 dime =	
20.	8 pennies =		42.	1 quarter 4 dimes =	
21.	7 dimes =		43.	3 quarters 2 dimes =	
22.	9 pennies =		44.	3 quarters 18 pennies =	

Lesson 1: Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

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B

Convert to Dollars

1.	2 cents =	$ 0.
2.	3 cents =	
3.	4 cents =	
4.	9 cents =	
5.	90 cents =	
6.	80 cents =	
7.	70 cents =	
8.	30 cents =	
9.	1 penny =	
10.	1 dime =	
11.	2 pennies =	
12.	2 dimes =	
13.	3 pennies =	
14.	3 dimes =	
15.	8 dimes =	
16.	6 pennies =	
17.	7 dimes =	
18.	9 pennies =	
19.	5 dimes =	
20.	7 pennies =	
21.	9 dimes =	
22.	8 pennies =	

23.	5 pennies =	
24.	6 dimes =	
25.	4 pennies =	
26.	1 dime 1 penny =	
27.	1 dime 2 pennies =	
28.	1 dime 8 pennies =	
29.	5 dimes 4 pennies =	
30.	7 dimes 4 pennies =	
31.	4 pennies 7 dimes =	
32.	6 pennies 8 dimes =	
33.	1 quarter =	
34.	2 quarters =	
35.	3 quarters =	
36.	2 quarters 4 pennies =	
37.	1 quarter 4 pennies =	
38.	3 quarters 4 pennies =	
39.	2 quarters 3 dimes =	
40.	1 quarter 2 dimes =	
41.	3 quarters 2 dimes =	
42.	1 quarter 5 dimes =	
43.	3 quarters 1 dime =	
44.	3 quarters 19 pennies =	

Lesson 1: Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

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Lesson 2

Name _____   Date _____

Practice Set A Part 1: Multi-Digit Addition Fluency

1.

```
      8,  1  4  9
  +   7,  2  6  4
```

2.

```
    4 2,  6  0  9
  +      8,  6  8  5
```

3.

```
    3 9,  5  6  3
  + 4 8,  4  3  8
```

4.

```
  6 5 8,  1  9  9
  +   2 5,  6  7  5
```

5.

```
  4 4 5,  9  7  6
  +   3 7,  4  1  5
```

6.

```
  4 3 8,  6  1  7
  + 4 9 3,  8  5  9
```

Practice Set A Part 2: Multi-Digit Addition Fluency

1.

```
      9,  2  0  2
  +   6,  2  1  1
```

2.

```
    4 2,  7  7  4
  +      8,  5  2  0
```

3.

```
    5 3,  5  4  5
  + 3 4,  4  5  6
```

4.

```
  6 0 4,  7  5  4
  +   7 9,  1  2  0
```

5.

```
  4 5 4,  3  1  5
  +   2 9,  0  7  6
```

6.

```
  1 1 0,  7  2  8
  + 8 2 1,  7  4  8
```

Lesson 2:   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

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Name _____   Date _____

Practice Set B Part 1: Multi-Digit Subtraction Fluency

1.
```
    7, 7 3 9
  − 5, 5 4 6
```

2.
```
   2 3,  1 4 5
  −    5,  1 2 9
```

3.
```
   7 1,  3 7 8
 − 6 1,  8 7 6
```

4.
```
   4 7 9,  5 4 1
 −    7 8,  8 5 6
```

Practice Set B Part 2: Multi-Digit Subtraction Fluency

1.
```
    7, 6 9 9
  − 5, 5 0 6
```

2.
```
   1 9,  1 4 5
  −    1,  1 2 9
```

3.
```
   7 1,  8 7 8
 − 6 2,  3 7 6
```

4.
```
   4 7 9,  4 9 7
 −    7 8,  8 1 2
```

Lesson 2:   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

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Name _____   Date _____

Practice Set C Part 1: Multi-Digit Subtraction with Zeros Fluency

1.
```
     7, 8 9 0
  −  5, 4 7 2
```

2.
```
    2 8,  0 0 1
  −      5,  8 5 3
```

3.
```
    6 0,  4 0 7
  − 3 5,  3 4 4
```

4.
```
    4 0 0,  0 6 9
  −     2 4,  3 6 2
```

Practice Set C Part 2: Multi-Digit Subtraction with Zeros Fluency

1.
```
     7, 8 9 0
  −  5, 4 7 2
```

2.
```
    2 8,  6 0 9
  −      6,  4 6 1
```

3.
```
    6 0,  4 9 7
  − 3 5,  4 3 4
```

4.
```
    4 0 0,  8 6 9
  −     2 5,  1 6 2
```

Lesson 2:   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

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Name _____   Date _____

Practice Set D Part 1: Multi-Digit Addition and Subtraction Fluency

1.
```
      9,  3 2 7
  +  9,  6 6 4
  _____
```

2.
```
    3 9,  4 6 3
  − 3 8,  9 3 8
  _____
```

3.
```
    7 5 8,  1 9 4
  +   3 5,  4 7 8
  _____
```

4.
```
    8 3 9,  0 1 4
  −   2 7,  0 7 5
  _____
```

5.
```
    4 3 8,  6 1 5
  + 1 9 3,  9 7 9
  _____
```

6.
```
    9 6 0,  0 4 3
  − 3 6 8,  9 7 2
  _____
```

Practice Set D Part 2: Multi-Digit Addition and Subtraction Fluency

1.
```
      9,  6 3 0
  +  9,  3 6 1
  _____
```

2.
```
    3 4,  4 7 8
  − 3 3,  9 5 3
  _____
```

3.
```
    7 5 4,  4 5 4
  +   3 9,  2 1 8
  _____
```

4.
```
    8 3 9,  0 9 9
  −   2 7,  1 6 0
  _____
```

5.
```
    1 0 8,  2 1 5
  + 5 2 4,  3 7 9
  _____
```

6.
```
    9 5 9,  9 4 3
  − 3 6 8,  8 7 2
  _____
```

Lesson 2:   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

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Name _____   Date _____

Gallons	Quarts
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Quarts	Pints
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting gallons to quarts is

_____ .

The rule for converting quarts to gallons is

_____ .

The rule for converting quarts to pints is

_____ .

The rule for converting pints to quarts is

_____ .

Pints	Cups
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Liters	Milliliters
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting pints to cups is

_____ .

The rule for converting cups to pints is

_____ .

The rule for converting liters to milliliters is

_____ .

The rule for converting milliliters to liters is

_____ .

Lesson 2:   Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems.

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Lesson 3

Name _____   Date _____

a.

Minutes	Seconds
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting minutes to seconds is

_____ .

b.

Hours	Minutes
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting hours to minutes is

_____ .

c.

Days	Hours
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

The rule for converting days to hours is

_____ .

Lesson 3:   Create conversion tables for units of time, and use the tables to solve problems.

Lesson 5

A

Number Correct: _____

Convert Length Units

1.	1 km =	m	23.	6 km =	m
2.	2 km =	m	24.	5 m =	cm
3.	3 km =	m	25.	7 m =	cm
4.	7 km =	m	26.	4 m =	cm
5.	5 km =	m	27.	8 m =	cm
6.	1 m =	cm	28.	4 yd =	ft
7.	2 m =	cm	29.	8 yd =	ft
8.	3 m =	cm	30.	6 yd =	ft
9.	9 m =	cm	31.	9 yd =	ft
10.	6 m =	cm	32.	5 ft =	in
11.	1 yd =	ft	33.	6 ft =	in
12.	2 yd =	ft	34.	1,000 m =	km
13.	3 yd =	ft	35.	8,000 m =	km
14.	10 yd =	ft	36.	100 cm =	m
15.	5 yd =	ft	37.	600 cm =	m
16.	1 ft =	in	38.	3 ft =	yd
17.	2 ft =	in	39.	24 ft =	yd
18.	3 ft =	in	40.	12 in =	ft
19.	10 ft =	in	41.	72 in =	ft
20.	4 ft =	in	42.	8 ft =	in
21.	9 km =	m	43.	84 in =	ft
22.	4 km =	m	44.	9 ft =	in

Lesson 5:   Share and critique peer strategies.

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B

Number Correct: _____

Improvement: _____

Convert Length Units

1.	1 m =	cm	23.	6 m =	cm
2.	2 m =	cm	24.	5 km =	m
3.	3 m =	cm	25.	7 km =	m
4.	7 m =	cm	26.	4 km =	m
5.	5 m =	cm	27.	8 km =	m
6.	1 km =	m	28.	6 yd =	ft
7.	2 km =	m	29.	9 yd =	ft
8.	3 km =	m	30.	4 yd =	ft
9.	9 km =	m	31.	8 yd =	ft
10.	6 km =	m	32.	5 ft =	in
11.	1 yd =	ft	33.	6 ft =	in
12.	2 yd =	ft	34.	100 cm =	m
13.	3 yd =	ft	35.	800 cm =	m
14.	5 yd =	ft	36.	1,000 m =	km
15.	10 yd =	ft	37.	6,000 m =	km
16.	1 ft =	in	38.	3 ft =	yd
17.	2 ft =	in	39.	27 ft =	yd
18.	3 ft =	in	40.	12 in =	ft
19.	10 ft =	in	41.	84 in =	ft
20.	4 ft =	in	42.	9 ft =	in
21.	9 m =	cm	43.	72 in =	ft
22.	4 m =	cm	44.	8 ft =	in

Lesson 5: Share and critique peer strategies.

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Classmate:		Problem Number:	
Strategies my classmate used:			
Things my classmate did well:			
Suggestions for improvement:			
Changes I would make to my work based on my classmate's work:			

Classmate:		Problem Number:	
Strategies my classmate used:			
Things my classmate did well:			
Suggestions for improvement:			
Changes I would make to my work based on my classmate's work:			

peer share and critique form

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Lesson 7

Squares	Sides
1	4
2	
3	12
4	
5	20
6	24

_____

What's the rule?

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Lesson 10

Position	Value
1	17
2	18
3	19
4	20
5	21
6	22

_____

What's the rule?

Lesson 10:   Solve multi-step measurement word problems.

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Lesson 15

Rule: – 6	
Input	**Output**
13	

_____

use the rule

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Lesson 16

Rule: ÷ 9

Input	Output
9	
18	
27	
36	
45	

_____

use the rule

Lesson 16: Compare and analyze data represented in a dot plot and a stem-and-leaf plot.

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1. Raisins in a Snack Pack

Stem	Leaf
1	8 9 9
2	0 0 2 3 4 4 9 9
3	0 0 1 2 2 4 4 4 6

3|4 means 34 raisins.

2. Height in Inches of Fourth Grade Students

Stem	Leaf
3	9
4	
5	4 5 6 8 8 9
6	0 1 3 4 4 7 8

6|1 means 61 inches.

3. Mrs. Jefferson surveyed her students to find out how many pages they read over the last week. Her students' responses are shown below:

68, 75, 46, 70, 66, 62, 49, 75, 65, 46, 77, 62, 60

Create a stem-and-leaf plot to show the number of pages Mrs. Jefferson's students read. Include a title and a key.

Stem	Leaf

Lesson 16:   Compare and analyze data represented in a dot plot and a stem-and-leaf plot.

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Lesson 17

Position	Value
1	44
2	88
3	132
4	176
5	
6	264

_____

What's the rule?

Lesson 17:   Problem solving with data and graphs.

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Lesson 18

Name _____   Date _____

In the table below are topics that you learned in Grade 4 and that were used in today's lesson.

Choose 1 topic, and describe how you were successful in using it today.

2-digit by 2-digit multiplication	Area formula	Division of 3-digit number by 1-digit number
Subtraction of multi-digit numbers	Addition of multi-digit numbers	Solving multi-step word problems

Lesson 18:   Create and determine the area of composite figures.

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Lesson 19

Name _____   Date _____

In the table below are skills that you learned in Grade 4 and that you used to complete today's lesson. These skills were originally introduced in earlier grades, and you will continue to work on them as you go on to later grades. Choose three topics from the chart, and explain how you think you might build on and use them in Grade 5.

Multiply 2-digit by 2-digit numbers	Use the area formula to find the area of composite figures	Create composite figures from a set of specifications
Subtract multi-digit numbers	Add multi-digit numbers	Solve multi-step word problems
Construct parallel and perpendicular lines	Measure and construct 90° angles	Measure in centimeters

Lesson 19:   Create and determine the area of composite figures.

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protractor

Lesson 19:   Create and determine the area of composite figures.

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centimeter ruler

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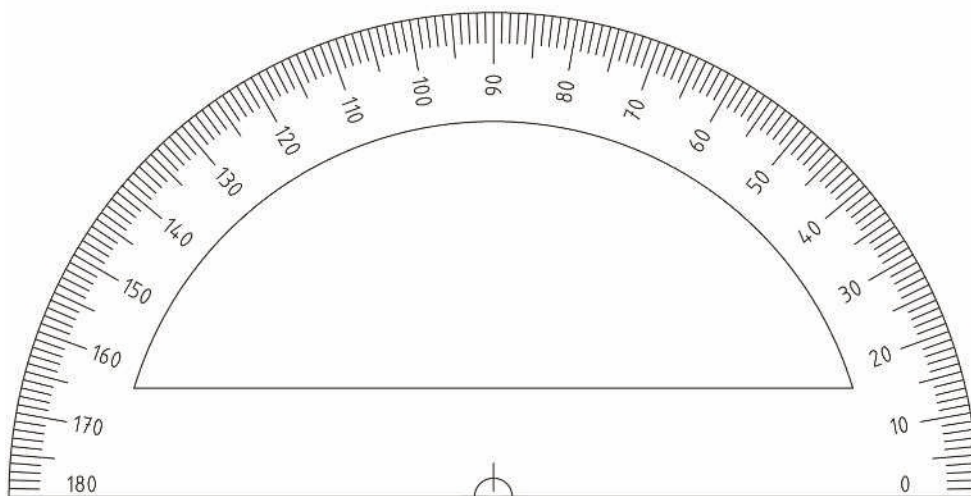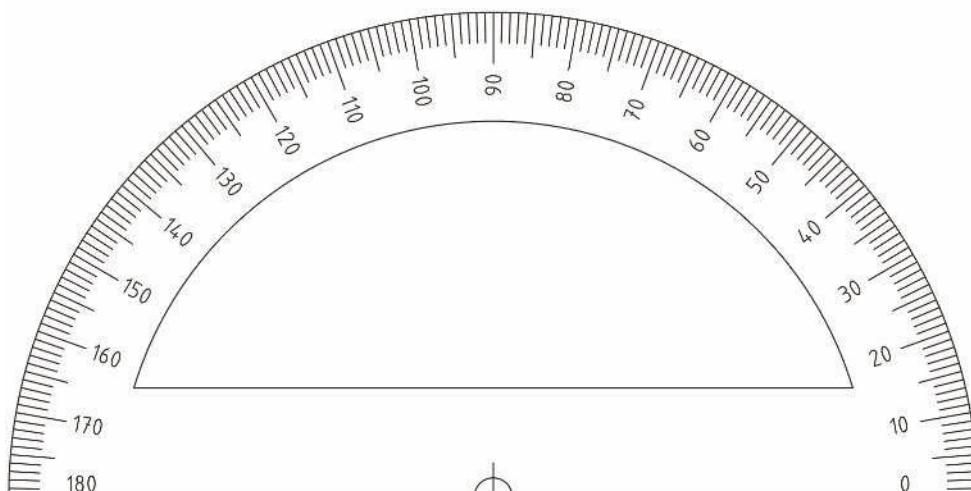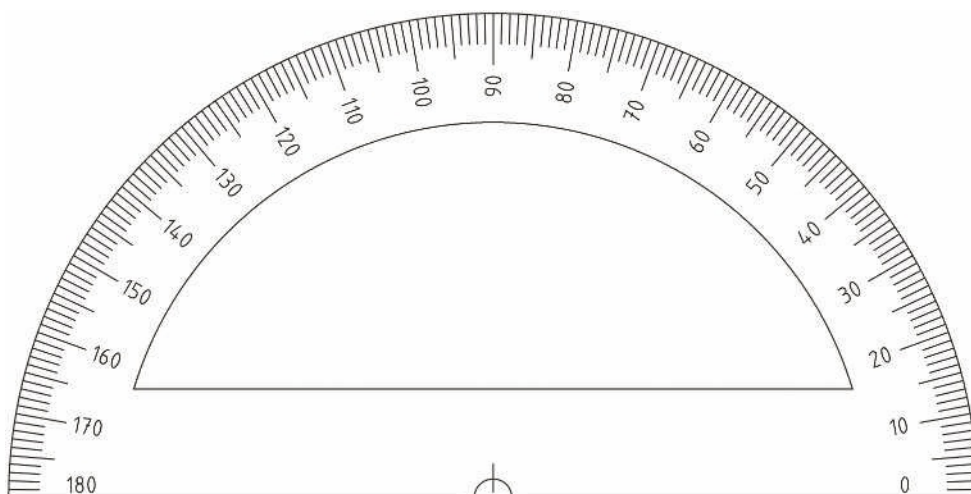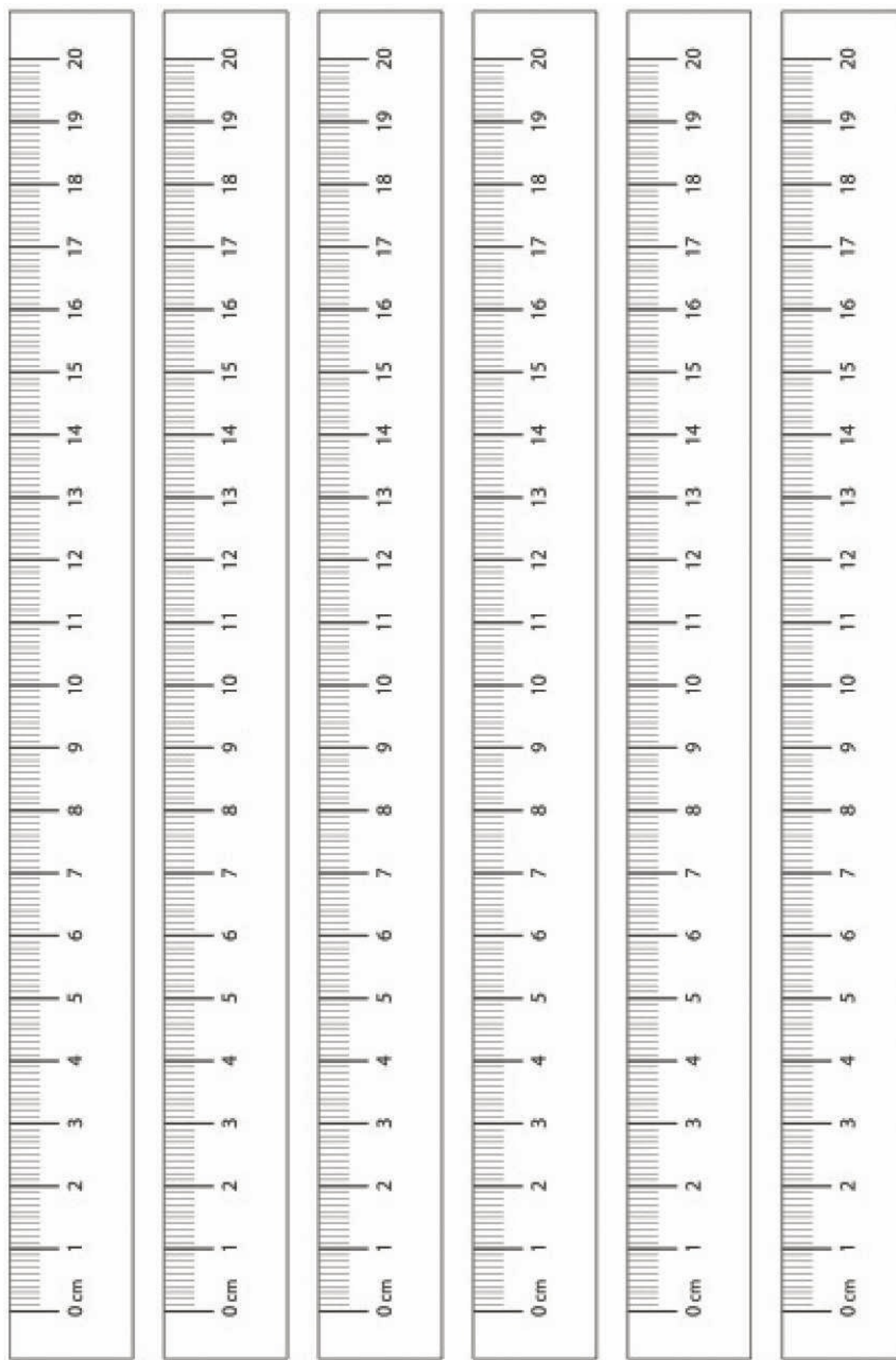
Lesson 20

Name _____   Date _____

1. What are you able to do now in math that you were not able to do at the beginning of Grade 4?

2. Which activities would you like to practice this summer in order to keep fluent or become more fluent?

3. What type of practice would help you build your fluency with these concepts?

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Name _____   Date _____

Convert Units: Teacher Card

Materials: (S) Mini-personal white board

   T: (Write 1 m 20 cm = _____ cm.)
        1 m 20 cm is how many centimeters?

   S: 120 centimeters.

Repeat the process with this sequence:

   1 m 80 cm = 180 cm

   3 km 249 m = 3,249 m

   4 L 71 mL = 4,071 mL

   2 kg 5 g = 2,005 g

New Problem

   T: (Write _____ = _____.)

        _____ is how many _____?

   S: _____.

Add Large Numbers: Teacher Card

Materials: (S) Mini-personal white board

   T: (Write 747 thousands 585 ones.)
        On your board, write this number in
        standard form.

   S: (Write 747,585.)

   T: (Write 242 thousands 819 ones.)
        Add this number to 747,585 using the
        standard algorithm.

   S: (Write 747,585 + 242,819 = 990,404
        using the standard algorithm.)

Continue the process with this sequence:

528,649 + 247,922 = 776,571

348,587 + 629,357 = 977,944

426,099 + 397,183 = 823,282

New Problem

   T: (Write _____ thousands _____ ones.)
        On your board, write this number in
        standard form.

   S: (Write _____.)

   T: (Write _____ thousands _____ ones.)

        Add this number to _____

        using the standard algorithm.

   S: (_____ + _____ = _____

        using the standard algorithm.)

---

fluency cards

Lesson 20:   Practice and solidify Grade 4 fluency.

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Subtract Large Numbers: Teacher Card

Materials: (S) Mini-personal white board

- T: (Write 600 thousands.) On your board, write this number in standard form.
- S: (Write 600,000.)
- T: (Write 545 thousands 543 ones.) Subtract this number from 600,000 using the standard algorithm.
- S: (Write 600,000 – 545,543 = 54,457 using the standard algorithm.)

Continue the process with this sequence:

400,000 – 251,559 = 148,441

700,000 – 385,476 = 314,524

600,024 – 197,088 = 402,936

New Problem

- T: (Write _____ thousands.) On your board, write this number in standard form.
- S: (Write _____.)
- T: (Write _____ thousands _____ ones.) Subtract this number from _____ using the standard algorithm.
- S :   (_____ – _____ = _____ using the standard algorithm.)

Multiply Mentally: Teacher Card

Materials: (S) Mini-personal white board

- T: (Write 32 × 3 = _____.) Say the multiplication sentence.
- S: 32 × 3 = 96.
- T: (Write 32 × 3 = 96. Below it, write 32 × 20 = _____.) Say the multiplication sentence.
- S: 32 × 20 = 640.
- T: (Write 32 × 20 = 640. Below it, write 32 × 23 = _____.) On your board, solve 32 × 23.
- S: (Write 32 × 23 = 736.)

Repeat the process with this sequence:

42 × 2 = 84, 42 × 20 = 840, 42 × 22 = 924

31 × 4 =124, 31 × 40= 1,240, 31 × 44 = 1,364

New Problem

- T: (Write _____ × _____ = _____.) Say the multiplication sentence.
- S: _____ × _____ = _____
- T: (Write _____ × _____ = _____. Below it, write _____ × _____ = _____.) Say the multiplication sentence.
- S: _____ × _____ = _____.
- T: (Write _____ × _____ = _____. Below it, write _____ × _____ = _____.) On your board, solve _____ × _____ .
- S: (Write _____ × _____ = _____.)

fluency cards

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Divide Mentally: Teacher Card

Materials: (S) Mini-personal white board

T: (Write 4̲0̲ ÷ 2̲.) Write the division sentence in unit form.

S: 4̲ tens ÷ 2̲ = 2̲ tens.

T: (To the right, write 8̲ ÷ 2̲.) Write the division sentence in unit form.

S: 8̲ ones ÷ 2̲ = 4̲ ones.

T: (Write 4̲8̲ ÷ 2̲.) Write the complete division sentence in unit form.

S: 4̲ tens 8̲ ones ÷ 2̲ = 2̲ tens 4̲ ones.

T: Say the division sentence.

S: 4̲8̲ ÷ 2̲ = 2̲4̲.

Continue the process with this sequence:

$90 ÷ 3 = 30, 3 ÷ 3 = 1, 93 ÷ 3 = 31$

$80 ÷ 4 = 20, 8 ÷ 4 = 2, 88 ÷ 4 = 22$

$180 ÷ 6 = 30, 6 ÷ 6 = 1, 186 ÷ 6 = 31$

New Problem

T: (Write _____ ÷ _____.) Write the division sentence in unit form.

S: _____ tens ÷ _____ = _____ tens.

T: (To the right, write _____ ÷ _____.) Write the division sentence in unit form.

S: _____ ones ÷ _____ = _____ ones.

T: (Write _____ ÷ _____.) Write the complete division sentence in unit form.

S: _____ tens _____ ones ÷ _____ = _____ tens _____ ones.

T: Say the division sentence.

S: _____ ÷ _____ = _____.

fluency cards

Lesson 20:   Practice and solidify Grade 4 fluency.

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State the Value of a Set of Coins: Teacher Card

Materials: (S) Mini-personal white board

T: (Draw 2 quarters and 4 dimes as number disks labeled 25¢ and 10¢.) What's the value of 2 quarters and 4 dimes?

S: 90¢.

T: Write 90 cents as a fraction of a dollar.

S: (Write $\frac{90}{100}$ dollar.)

T: Write 90 cents in decimal form using the dollar sign.

S: (Write $0.90.)

Continue the process with this sequence:

1 quarter 9 dimes 12 pennies = 127¢, $\frac{127}{100}$ dollar, $1.27

3 quarters 5 dimes 20 pennies = 145¢, $\frac{145}{100}$ dollar, $1.45

New Problem

T: (Draw _____ quarters and _____ dimes as number disks labeled 25¢ and 10¢.) What's the value of _____?

S: _____.

T: Write _____ cents as a fraction of a dollar.

S: (Write _____ dollar.)

T: Write _____ cents in decimal form using the dollar sign.

S: (Write $_____.)

Break Apart 180°: Teacher Card

Materials: (S) Mini-personal white board, protractor, straightedge

T: (Project a number bond with a whole of 180°. Fill in 80° for one of the parts.) On your board, complete the number bond, filling in the unknown part.

S: (Draw a number bond with a whole of 180°, and 80° and 100° as parts.)

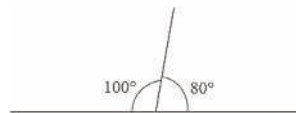T: Use your protractor to draw the pair of angles.

S: (Draw and label the two angles that make 180°.)

Continue the process for
120° + 60° = 180°
35° + 145° = 180°
_____ + _____ = 180°

100°   80°

New Problem

T: (Project a number bond with a whole of 180°. Fill in _____° for one of the parts.) On your board, complete the number bond, filling in the unknown part.

S: (Draw a number bond with a whole of 180°, and _____° and _____° as parts.)

T: Use your protractor to draw the pair of angles.

S: (Draw and label the two angles that make 180°.)

fluency cards

EUREKA MATH®
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Lesson 21

Name _____   Date _____

1. Why do you think vocabulary was such an important part of fourth-grade math? How does vocabulary help you in math?

2. Which vocabulary terms do you know well, and which would you like to improve upon?

Bingo:

1. Players write a vocabulary term in each box of the math bingo game. Each term should be used only once. The box that says *Math Bingo* is a free space.

2. Players place the filled-in math bingo template in their mini-personal white boards.

3. One person is the caller and reads the definition on a vocabulary card.

4. Players cross off (or cover) the term that matches the definition.

5. *Bingo!* is called when 5 vocabulary terms in a row are crossed off diagonally, vertically, or horizontally. The free space counts as 1 box toward the needed 5 vocabulary terms.

6. The first player to have 5 in a row reads each crossed off word, states the definition, and gives a description or an example of each word. If all words are reasonably explained as determined by the caller, the player is declared the winner.

Math Jeopardy:

Structure: Teams or partnerships. Callers should prepare the game in advance.

1. The definitions are sorted into labeled columns by a caller: units, lines and angles, the four operations, and geometric shapes.

2. The first term directly below the heading has a value of $100, the next $200, and so on. The caller should make an effort to order the questions from easiest to hardest.

3. Player 1 chooses a column and a dollar value, for example, "I choose geometry terms for $100." The caller reads, "The answer is..."

4. The players say the matching question, for example, "What is a quadrilateral?"

5. The first person to correctly state the question wins the dollar value for that card.

6. Play continues until all cards are used.

7. The player with the highest dollar value wins.

Concentration:

Structure: Teams or partnerships.

1. Create an array of all the cards face down.

2. Players take turns flipping over pairs of cards to find a match. A match is a vocabulary term and its definition. Cards keep their precise location in the array if not matched. Remaining cards are not reconfigured into a new array.

3. After all cards are matched, the player with the most pairs is the winner.

Math Pictionary:

Structure: Teams or partnerships.

1. A timer is set for 1 minute.

2. A vocabulary term is chosen from a bag by a player from Team 1, who draws an example as quickly as possible.

3. The player's teammate(s) tries to guess the vocabulary term. When the term is guessed, a new term is chosen by the same player. The process is repeated as many times as possible within the minute. Terms not guessed when the timer sounds go back in the bag.

4. A player from Team 2 repeats the process.

5. Teams count the number of words guessed. The team with the most words is the winner.

game descriptions

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		Math BINGO!		

		Math BINGO!		

math bingo

A metric unit of measure equivalent to 1,000 grams.	A whole number greater than 1 whose only factors are 1 and itself.	An angle measuring less than 90 degrees.	Lines that intersect and form a 90° angle.
A whole number plus a fraction.	An angle that turns through $\frac{1}{360}$ of a circle.	The bottom number in a fraction that tells the number of equal parts in the whole.	A customary unit of measurement for liquid volume equivalent to 4 quarts.
A customary unit of measurement for liquid volume equivalent to 2 pints.	The answer to a multiplication problem.	A number leftover that can't be divided into equal groups.	A line through a figure such that when the figure is folded along the line, two halves are created that match up exactly.
Two lines in a plane that never intersect.	A triangle with at least two equal sides.	A whole number having three or more distinct factors.	A closed figure with 4 straight sides and 4 angles.
An angle measuring 90 degrees.	An angle with a measure greater than 90 degrees but less than 180 degrees.	Lines that contain at least 1 point in common.	A tool used to measure and draw angles.
The top number in a fraction that tells how many parts of the whole are selected.	A triangle that contains one 90-degree angle.	This special angle measures 180 degrees.	A closed figure with 3 straight sides of equal length and 3 equal angles.

vocabulary cards (page 1)

Lesson 21:   Practice and solidify Grade 4 vocabulary.

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Kilogram	Prime Number	Acute Angle	Perpendicular Lines
Mixed Number	One-Degree Angle	Denominator	Gallon
Quart	Product	Remainder	Line of Symmetry
Parallel Lines	Isosceles Triangle	Composite Number	Quadrilateral
Right Angle	Obtuse Angle	Intersecting Lines	Protractor
Numerator	Right Triangle	Straight Angle	Equilateral Triangle

vocabulary cards (page 2)

Lesson 21:   Practice and solidify Grade 4 vocabulary.

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