



4<sup>th</sup> Grade

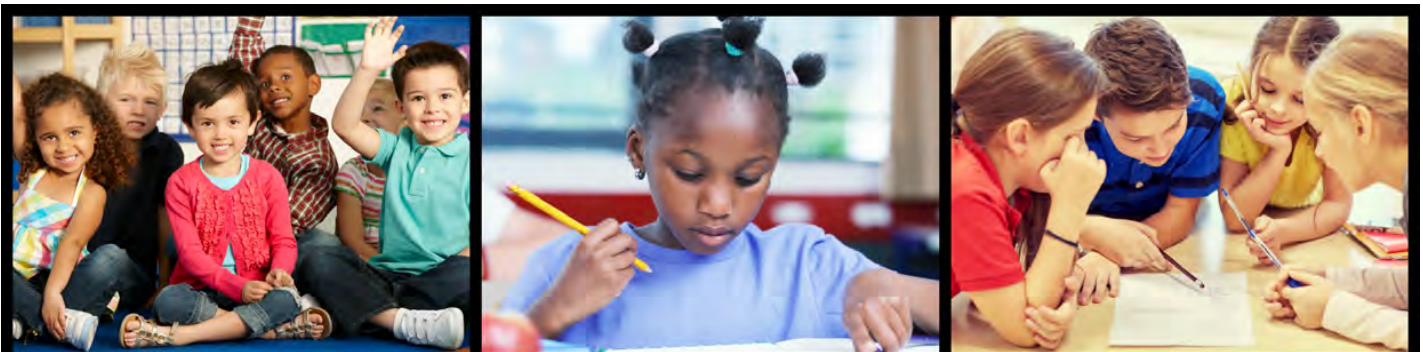
# PROBLEM

# SOLVING WITH

# MEASUREMENT

Created By:

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**Whole Class Lessons and Guided Math Groups**  
**Active Engagement and Games**  
**Intervention and Enrichment**  
**EXIT TICKETS**

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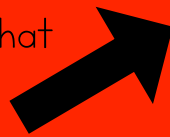
# I Plan ~ You Teach

Helping you live your life  
AND

be the math teacher that gets results

## Are you Ready For Help?

Click the links for Lesson Plans that align with TEXAS TEKS!



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I SEE YOU~

- struggling each week to write lesson plans that meet the rigor of the TEKS.
- searching endlessly for resources that will help kids learn math while being challenged and engaged.
- staying late everyday after school working on plans and creating everything from scratch.

You are exhausted from working with students all day, and still have to prep, write and create.

I SEE YOU~

SACRIFICING your time with your family and friends

to ensure success for ALL of OUR Children.



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Name \_\_\_\_\_

## Measurement

LT	Statement	1	2	3	4	Evidence
1	I can use models to determine the formulas for the perimeter of a rectangle, including the special form for perimeter of a square and the area of a rectangle.					
2	I can solve problems related to perimeter of rectangles where dimensions are whole numbers.					
3	I can solve problems related to area of rectangles where dimensions are whole numbers.					
4	I can identify perpendicular and parallel lines.					
5	I can identify relative sizes of measurement units within the customary and metric systems.					
6	I can convert measurements within the same Measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table.					
7	I can solve problems that deal with measurements of Length, intervals of time, liquid volumes, mass, And money using addition, subtraction, Multiplication, or division as appropriate.					

1	2	3	4
I have no idea how to do this.	I can do this with some help.	I can do this by myself	I can teach someone to do this.

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
1 4.5C	Use models to determine the formulas for the perimeter of a rectangle ( $l + w + l + w$ or $2l + 2w$ ), including the special form for perimeter of a square ( $4s$ ) and the area of a rectangle ( $l \times w$ ).	Models to determine formulas for perimeter <input type="checkbox"/> Rectangle ( $P = l + w + l + w$ or $P = 2l + 2w$ ) <input type="checkbox"/> Square ( $P = 4s$ ) Models to determine formulas for area <input type="checkbox"/> Rectangle ( $A = l \times w$ ) <input type="checkbox"/> Square ( $A = s \times s$ )	Continue modeling	
2 4.5D	Solve problems related to perimeter of rectangles where dimensions are whole numbers.	<input type="checkbox"/> Given side lengths with or without models <input type="checkbox"/> Measuring to determine side lengths <input type="checkbox"/> Missing side length when given perimeter and remaining side length <input type="checkbox"/> Perimeter of composite figures	Opposite sides of a rectangle are equal in length Calculate the perimeter of a square/rectangle as the sum of all four sides Dimensions of a rectangle when given the perimeter	<input type="checkbox"/> Represent and solve problems related to perimeter and/or area and related to volume
3 4.5D	Solve problems related to area of rectangles where dimensions are whole numbers.	<input type="checkbox"/> Given side lengths with and without models <input type="checkbox"/> Measuring to determine side lengths <input type="checkbox"/> Missing side length when given area and remaining side length <input type="checkbox"/> Area of composite figures <input type="checkbox"/> Multiple ways to decompose a composite figure to determine perimeter and/or area	<input type="checkbox"/> Determine an unknown dimension of a figure of a rectangle and other dimensions within a composite figure <input type="checkbox"/> Calculate the area of a rectangle as the length times the width <input type="checkbox"/> Solve a problem involving area	

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
4 4.6A	Identify perpendicular and parallel lines.	<p>Parallel</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Various orientations including vertical, horizontal, diagonal, and parallel lines of even, uneven, or off-set lengths</li> <li><input type="checkbox"/> Notation may be given using chevrons or arrows</li> </ul> <p>Perpendicular</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Various orientations including vertical, horizontal, diagonal, and perpendicular lines of even, uneven, or off-set lengths</li> <li><input type="checkbox"/> Notation is given as a box in the angle corner to represent a right angle</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify perpendicular definition</li> <li><input type="checkbox"/> Identify parallel lines definition</li> </ul>	
5 4.8A	Identify relative sizes of measurement units within the customary and metric systems.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Metric</li> <li><input type="checkbox"/> Customary</li> <li><input type="checkbox"/> Liquid Volume</li> <li><input type="checkbox"/> Weight</li> <li><input type="checkbox"/> Mass</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize units of measure in abbreviated form</li> <li><input type="checkbox"/> Visualize real-world objects to estimate and compare their mass</li> <li><input type="checkbox"/> Identify a real-world object that may have a measurement like another given real-world object</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems by calculating conversions within a measurement system, customary or metric</li> </ul>

Learning Target	What do we want students to learn?	How will we know if they learned it?	What will we do if they don't?	What will we do if they already know it?
6 4.8B	Convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table.	Relationship between converting units <input type="checkbox"/> Rule/process column given in a table <input type="checkbox"/> Rule/process column not given in a table	<input type="checkbox"/> Convert a measurement from a smaller unit to a larger unit within one measurement system <input type="checkbox"/> Convert a measurement from a larger unit to a smaller unit within one measurement system	<input type="checkbox"/> Solve problems by calculating conversions within a measurement system, customary or metric
7 4.8C	Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	Limited to multiples of halves. <input type="checkbox"/> Problem situations that deal with measurements of length <input type="checkbox"/> Problem situations that deal with intervals of time <input type="checkbox"/> Clock hours <input type="checkbox"/> Calendar <input type="checkbox"/> Problem situations that deal with measurements of volume (liquid volume) and capacity <input type="checkbox"/> Problem situations that deal with measurements of mass <input type="checkbox"/> Problem situations that deal with money	Solve a problem involving intervals of time Solve a problem involving money Solve a problem involving measurements of length Solve a two-step problem involving multiplication, addition, and conversion of unit measures	<input type="checkbox"/> Solve problems by calculating conversions within a measurement system, customary or metric

Day 1 4.6A	Day 2 4.6A	Day 3 4.5C	Day 4 4.5D	Day 5 4.5D
Math Huddle LT 4 Parallel and Perpendicular	Mini Lesson LT 4 Parallel and Perpendicular	Math Huddle LT 1 Develop Formulas	Mini Lesson LT 2, 3 Perimeter and Area	Mini Lesson LT 2, 3 Perimeter and Area
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
Review Unit 7	LT 4	LT 1	LT 2,3	LT 2,3
Day 6 4.8A	Day 7 4.8B	Day 8 4.8B	Day 9 4.8C	Day 10 4.8C
Word Splash LT 5 Relative Size	Mini Lesson LT 6 Conversions w/ rule	Mini Lesson LT 6 Conversions w/o rule	Guided Notes LT 7 Time: Clock	Guided Notes LT 7 Time: Calendar
Guided Math	Guided Math	Guided Math	Guided Math	Guided Math
LT 5	LT 6	LT 6	LT 7	LT 7
Day 11 4.8C	Day 12 4.8C	Day 13 4.8C	Day 14 ALL	Measurement
Guided Notes LT 7 Volume and Capacity	Guided Notes LT 7 Mass	Math Huddle LT 7 Money	Review ALL Game	
Guided Math	Guided Math	Guided Math	Guided Math	
LT 7	LT 7	LT 7	None	





Thank you for your download!



I hope this helps your students!

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