

**Colorado**  
**Curricular Standards**  
**Mathematics - Grade 4**  
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1.800.900.2290

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
	<b>Standard 1: Students develop number sense and use number and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.</b>			
<b>1.1</b>	<i>Demonstrating meanings for whole numbers, commonly-used fractions and decimals (for example, 1/3, 3/4, 0.5, 0.75), and representing equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.</i>			
	<ul style="list-style-type: none"> <li>using objects and pictures, represent whole numbers including odds and evens from 0 to 1,000,000</li> </ul>	Appetizers 1 A & F; Main Dish Objective 1 (Number Concepts) Lessons 1 & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>apply equalities and inequalities with whole numbers from 0 to 1,000,000 using the symbols =, •, &lt;, &gt;</li> </ul>	Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>using concrete materials (for example, fraction strips), compare and order fractions with like denominators, such as halves, thirds, fourths, eighths, and tenths</li> </ul>	Appetizers 1 G; Main Dish Objective 1 (Number Concepts) Lesson 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>using concrete materials (for example, base ten blocks), represent the decimal fractions of tenths and hundredths</li> </ul>	Appetizers 1 E; Main Dish Objective 1 (Number Concepts) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> <li>using concrete materials, equate terminating decimals to their common fraction equivalents (for example, <math>0.25 = 1/4</math>)</li> </ul>	Appetizers 1 E & G; Main Dish Objective 1 (Number Concepts) Lessons 5 & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>demonstrate different combinations of currency and coins for change (for example, <math>\\$2.39 = 2</math> dollar bills, 1 quarter, 1 dime, and 4 pennies)</li> </ul>	Appetizers 6 B; Main Dish Objective 6 (Addition) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>using concrete materials, count change from the cost of the item, where the item costs no more than <math>\\$10.00</math>, up to the amount of money received</li> </ul>	Appetizers 6 B; 7 C; Main Dish Objectives 6 (Addition) Lesson 2; 7 (Subtraction) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>1.2</b>	<b><i>Reading and writing whole numbers and knowing place-value concepts and numeration through their relationships to counting, ordering, and grouping.</i></b>			
	<ul style="list-style-type: none"> <li>read and write numerals from 0 to 1,000,000 in meaningful contexts</li> </ul>	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>read the number words for selected numbers from zero to one million</li> </ul>	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>write the number words for selected numbers from zero to one hundred thousand</li> </ul>	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> <li>order according to place value (for example, given 9 ones, 5 tens, 4 hundreds, 7 thousands, and 8 hundred thousands, the student can write the number 807,459; given the number 807,459, the student can show 8 hundred thousands, 7 thousands, 4 hundreds, 5 tens, and 9 ones)</li> </ul>	Appetizers 1 C; Main Dish Objective 1 (Number Concepts) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>identify place value through hundred thousands (for example, in 807,459, '8' is in the hundred thousands place)</li> </ul>	Appetizers 1 C; Main Dish Objective 1 (Number Concepts) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>write six-digit numbers in expanded form (for example, <math>807,459 = 800,000 + 7,000 + 400 + 50 + 9</math>)</li> </ul>	Appetizers 1 C; Main Dish Objective 1 (Number Concepts) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>relate decimals and fractions (that is, tenths and hundredths) to one another using objects and pictures</li> </ul>	Appetizers 1 E & G; Main Dish Objective 1 (Number Concepts) Lessons 5 & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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<b>1.3</b>	<b>Using numbers to count, to measure, to label, and to indicate location.</b>			
	<ul style="list-style-type: none"> <li>count forward from any number by 2's, 3's, 5's, 10's and 100's</li> </ul>	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>sequence selected whole numbers from 0 to 100,000</li> </ul>	Appetizers 1 B; Main Dish Objective 1 (Number Concepts) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>locate and label <math>\frac{1}{2}</math>'s and multiples of <math>\frac{1}{4}</math>'s and <math>\frac{1}{3}</math>'s between whole numbers on the number line</li> </ul>	Appetizers 2 C; Main Dish Objective 2 (Mathematical Relations) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>locate and label a point in the first quadrant of the coordinate plane (for example, locates the point (27,15)) and on a city map (for example, (E23,11))</li> </ul>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>1.4</b>	<b>Developing, testing and explaining conjectures about properties of whole numbers, and commonly used fractions and decimals (for example, <math>\frac{1}{3}</math>, <math>\frac{3}{4}</math>, 0.5, 0.75).</b>			
	<ul style="list-style-type: none"> <li>verify division of whole numbers is not commutative</li> </ul>	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>continue to verify number properties from previous grades</li> </ul>	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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1.5	<i>Using number sense to estimate and justify the reasonableness of solutions to problems involving whole numbers, and commonly used fractions and decimals (for example, 1/3, 3/4, 0.5, 0.75).</i>			
	<ul style="list-style-type: none"> <li><i>estimate sums and differences first by rounding to the nearest ten, hundred, and thousand prior to performing the operation, and then using the estimate to determine the reasonableness of the solution</i></li> </ul>	<b>Appetizers 1 D; 10 C; 13 B; Main Dish Objectives 1 (Number Concepts) Lesson 4; 10 (Estimation) Lesson 3; 13 (Reasonableness) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		
	<b>Standard 2: Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.</b>			
2.1	<i>Reproducing, extending, creating, and describing patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles).</i>			
	<ul style="list-style-type: none"> <li><i>reproduce, extend, create, and describe patterns, such as in common fractions, geometric shapes, measurement, addition, subtraction, multiplication, and division facts</i></li> </ul>	<b>Appetizers 1 G; 2 B; 3 A; 8 A; 9 A; Main Dish Objectives 1 (Number Concepts) Lesson 7; 2 (Mathematical Relations) Lesson 2; 3 (Geometry) Lesson 1; 8 (Multiplication) Lesson 1; 9 (Division) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		
	<ul style="list-style-type: none"> <li><i>find missing elements of a complex repeating pattern (for example, 1, 1, 2, 3, 5, __, 13, ...)</i></li> </ul>	<b>Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		
2.2	<i>Describing patterns and other relationships using tables, graphs, and open sentences.</i>			
	<ul style="list-style-type: none"> <li><i>match tables, graphs, and open sentences that represent the same numerical pattern</i></li> </ul>	<b>Appetizers 2 D; 5 C; 12 B; (Mathematical Relations); (Probability/Statistics); (Mathematical Representation)</b>		

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2.3	<i>Recognizing when a pattern exists and using that information to solve a problem.</i>			
	<ul style="list-style-type: none"> <li>identify a rule using addition, subtraction, or multiplication, and solve a problem using the rule</li> </ul>	Appetizers 11 A & B; Main Dish Objective 11 (Problem Solving) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2.4	<i>Observing and explaining how a change in one quantity can produce a change in another (for example, the relationship between the number of bicycles and the numbers of wheels).</i>			
	<ul style="list-style-type: none"> <li>determine how the change in one variable affects the change in the other by addition, subtraction, or multiplication</li> </ul>	Appetizers 2 A; 11 F; 12 A; Main Dish Objectives 2 (Mathematical Relations) Lesson 1; 11 (Problem Solving) Lesson 6; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<b>Standard 3: Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning and processes used in solving these problems.</b>			
3.1	<i>Constructing, reading, and interpreting displays of data including tables, charts, pictographs, and bar graphs.</i>			
	<ul style="list-style-type: none"> <li>select the appropriate type of graph to use in various problem-solving situations</li> </ul>	Appetizers 5 C; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 3; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>collect and display data using line, dot plots, circle, or bar graphs</li> </ul>	Appetizers 5 C; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 3; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> <li>use graph paper using the horizontal and vertical axes appropriately</li> </ul>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>explain the basic concepts of sample bias and sample size when designing a survey</li> </ul>			
<b>3.2</b>	<b><i>Interpreting data using the concepts of largest, smallest, most often, and middle.</i></b>			
	<ul style="list-style-type: none"> <li>choose between median and mode to best describe the “middle” of a data set</li> </ul>			
	<ul style="list-style-type: none"> <li>transfer the use of median and mode to other curricular areas</li> </ul>			
	<ul style="list-style-type: none"> <li>using various displays of data, formulate questions, interpret, and draw conclusions</li> </ul>	Appetizers 5 A, B, & C; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lessons 1, 2, & 3; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>3.3</b>	<b><i>Generating, analyzing, and making predictions based on data obtained from surveys and chance devices.</i></b>			
	<ul style="list-style-type: none"> <li>uses survey data to make and justify a real-world decision</li> </ul>	Appetizers 5 C; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 3; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>compare the outcomes of flipping a coin, spinning a spinner with four congruent sectors, and rolling a number cube</li> </ul>	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> <li>analyze and predict which outcome is more likely from several events such as obtaining "heads" when flipping a coin, the spinner landing in one of the sectors, or rolling a "1" on a number cube</li> </ul>	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>analyze the fairness of various chance devices</li> </ul>	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>3.4</b>	<i>Solving problems using various strategies for making combinations (for example, determining the number of different outfits that can be made using two blouses and three skirts).</i>			
	<ul style="list-style-type: none"> <li>determine the number of outcomes obtained from a variety of chance devices</li> </ul>	Appetizers 5 B; Main Dish Objective 5 (Probability/Statistics) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>using paper-and-pencil techniques (for example, tree diagrams), display the possible combinations of matching two sets of elements</li> </ul>	Appetizers 5 B; Main Dish Objective 5 (Probability/Statistics) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<b>Standard 4: Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.</b>			
<b>4.1</b>	<i>Recognizing shapes and their relationships (for example, symmetry and congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).</i>			
	• <i>define similarity and congruence</i>	<b>Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		
	• <i>identify the transformation that occurs when a figure is translated, reflected, or rotated</i>	<b>Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		
	• <i>identify lines of symmetry of an equilateral triangle, parallelogram, and rhombus</i>	<b>Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		
<b>4.2</b>	<b><i>Identifying, describing, drawing, comparing, classifying, and building physical models of geometric figures.</i></b>			
	• <i>identify parallel, perpendicular, and intersecting lines</i>	<b>Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		
	• <i>identify attributes of closed curves</i>			
	• <i>recognize and identify polygons including quadrilaterals such as trapezoids, parallelograms, and rhombuses</i>	<b>Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics</b>		

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	<ul style="list-style-type: none"> <li>draw geometric polygons including quadrilaterals such as trapezoids, parallelograms, and rhombuses</li> </ul>	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1 - Center Activities; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>describe squares as rectangles</li> </ul>	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>describe a right angle as having a measure of <math>90^\circ</math></li> </ul>	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>classify triangles by their angles (obtuse, acute, right)</li> </ul>	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>draw obtuse, acute, and right triangles on a coordinate plane and identify the vertices with coordinates</li> </ul>	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>compare what is the same and what is different between two-dimensional figures and three-dimensional figures</li> </ul>	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>identify rectangular prisms</li> </ul>	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> <li>recognize and identify in three-dimensional figures the vertices, edges, and faces</li> </ul>	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>build cubes, prisms, and pyramids (for example, using straws and string)</li> </ul>	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1 - Center Activities; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>4.3</b>	<b>Relating geometric ideas to measurement and number sense.</b>			
	<ul style="list-style-type: none"> <li>measure the sides and perimeters of geometric shapes to the nearest fourth inch and centimeter</li> </ul>	Appetizers 4 D & G; 11 E; Main Dish Objectives 4 (Measurement) Lessons 4 & 7; 11 (Problem Solving) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>measure the area of geometric figures using standard units</li> </ul>	Appetizers 4 G & H; 11 E; Main Dish Objectives 4 (Measurement) Lessons 7 & 8; 11 (Problem Solving) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>4.4</b>	<b>Solving problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects).</b>			
	<ul style="list-style-type: none"> <li>draw a picture or diagram to solve a problem (for example, uses triangular pattern blocks to create a star; uses pattern blocks to tile a plane)</li> </ul>	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1 - Center Activities; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>investigate and predict the changing of angles (for example, those made from the hands of a clock over time)</li> </ul>	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> <li>investigate and predict what must occur for similar figures to become congruent figures</li> </ul>	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>investigate and predict the geometric figures that result from cutting along a line of symmetry</li> </ul>	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<b>Standard 5: Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.</b>			
<b>5.1</b>	<i>Knowing, using, describing, and estimating measures of length, perimeter, capacity, weight, time, and temperature; and</i>			
<b>5.3</b>	<i>Demonstrating the process of measuring and explaining the concepts related to units of measurement.</i>			
	<ul style="list-style-type: none"> <li>tell time to the nearest minute, using an analog and digital clock</li> </ul>	Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>tell the number of minutes in a day, days in a year and when a leap year occurs</li> </ul>	Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>describes the units for measuring time</li> </ul>	Appetizers 4 A; Main Dish Objective 4 (Measurement) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>estimate the perimeters of similarly-sized figures (for example, trapezoids, parallelograms and rectangles), measure the sides, and determine the perimeters</li> </ul>	Appetizers 4 G; 11 E; Main Dish Objectives 4 (Measurement) Lesson 7; 11 (Problem Solving) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> <li>measure the lengths of the sides of squares and rectangles and determine the areas</li> </ul>	Appetizers 4 H; 11 E; Main Dish Objectives 4 (Measurement) Lesson 8; 11 (Problem Solving) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>measure the lengths of the sides of cubes and determine the volumes</li> </ul>			
	<ul style="list-style-type: none"> <li>estimate and measure the capacity of containers</li> </ul>	Appetizers 4 F; Main Dish Objective 4 (Measurement) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>estimate and weigh objects on a balance to the nearest ounce and gram</li> </ul>	Appetizers 4 F; Main Dish Objective 4 (Measurement) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>compare the relationship between the temperature in Fahrenheit and Celsius</li> </ul>			
	<ul style="list-style-type: none"> <li>determine the distance between points on vertical and horizontal line segments on a coordinate plane</li> </ul>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>given a distance, find pairs of points on the coordinate plane separated by that distance</li> </ul>	Appetizers 2 D; Main Dish Objective 2 (Mathematical Relations) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>describe the units for measuring length, area, volume, capacity, and temperature in U.S. customary and metric units</li> </ul>	Appetizers 4 C, D, E, & H; Main Dish Objective 4 (Measurement) Lessons 3, 4, 5, & 8; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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	<ul style="list-style-type: none"> <li>know the number of years in a decade and a century, feet in a mile, millimeters and centimeters in a meter, ounces in a pound, and pounds in a ton</li> </ul>	Appetizers 4 D & F; Main Dish Objective 4 (Measurement) Lessons 4 & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>5.2</b>	<b>Comparing and ordering objects according to measurable attributes (for example, longest to shortest, lightest to heaviest).</b>			
	<ul style="list-style-type: none"> <li>compare objects according to the measurable attributes of length, area, volume, capacity, weight, and temperature in U.S. customary and metric units</li> </ul>	Appetizers 4 D, E, F, & H; Main Dish Objective 4 (Measurement) Lessons 4, 5, 6, & 8; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>order objects according to the measurable attributes of length, area, volume, capacity, weight, and temperature in U.S. customary and metric units</li> </ul>	Appetizers 4 D, E, F, & H; Main Dish Objective 4 (Measurement) Lessons 4, 5, 6, & 8; Applications; Final Tests; Reasonableness Problems; Journal Topics		
	<ul style="list-style-type: none"> <li>compare and order various times</li> </ul>	Appetizers 4 A & B; Main Dish Objective 4 (Measurement) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>5.4</b>	<b>Using the approximate measures of familiar objects (for example, the width of your finger, the temperature of a room, the weight of a gallon of milk) to develop a sense of measurement.</b>			
	<ul style="list-style-type: none"> <li>use familiar objects as referents for measurement (for example, one paper clip equals one gram; the length of the arm span equals approximately one meter)</li> </ul>	Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
<b>5.5</b>	<b>Selecting and using appropriate standard and non-standard units of measurement in problem-solving situations.</b>			
	<ul style="list-style-type: none"> <li>select the appropriate units of measurement of time</li> </ul>	Appetizers 4 A & B; Main Dish Objective 4 (Measurement) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		