

Accelerated Instruction Plan (AIP) Grade 4 Mathematics

Student :

Teacher:

Date _____

Between 2nd and 3rd Snapshot

<p style="text-align: center;">Assessment Results/Data</p> <p>Snapshot 1 Snapshot 2 Snapshot 3 TAKS</p>	<p style="text-align: center;">Targeted Skill Development</p> <p style="text-align: center;"><i>Write students expectations tested in snapshots or common assessment</i></p>
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Area for Acceleration/TAKS Obj/Student Expectation	Target indicator(master)		Time (min. daily)	Strategy	Progress Monitoring (when ready indicate M)
	I (0-25%)	I (26-74)			
<p>TAKS 1: Number, Operations, and Quantitative Reasoning</p> <p>(4.1) The student uses place value to represent whole numbers and decimals. The student is expected to</p> <p>4.1(A) use place value to read, write, compare, and order whole numbers through the millions place.</p> <p>(4.2) The student describes and compares fractional parts of whole objects or sets of objects. The student is expected to</p> <p>4.2(A) generate equivalent fractions using [concrete and] pictorial models;</p> <p>4.2(B) model fraction quantities greater than one using [concrete materials and] pictures;</p> <p>4.2(C) compare and order fractions using [concrete and] pictorial models</p> <p>4.2(D) relate decimals to fractions that name tenths and hundredths using models.</p> <p>(4.3) The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to</p> <p>4.3(A) use addition and subtraction to solve problems involving whole numbers</p> <p>4.3(B) add and subtract decimals to the hundredths place using [concrete and] pictorial models.</p> <p>(4.4) The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to</p> <p>4.4(A) model factors and products using arrays and area models;</p> <p>4.4(B) represent multiplication and division situations in picture, word, and number form;</p> <p>4.4(C) recall and apply multiplication facts through 12 x 12;</p> <p>4.4(D) use multiplication to solve problems involving two-digit numbers</p> <p>4.4(E) use division to solve problems involving one-digit divisors.</p> <p>(4.5) The student estimates to determine reasonable results. The student is expected to</p> <p>4.5(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations</p> <p>4.5(B) estimate a product or quotient beyond basic facts.</p>				<p>Tutorials One to one tutor Peer tutoring Use of manipulatives Use of computer software(destination math) Pull out Small group Teacher guided practice Independent practice,etc.</p>	<p>Daily classwork Weekly assessment Homework Destination math software</p>

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<p>TAKS 2: Patterns, Relationships, and Algebraic Thinking</p> <p>(4.6) The student uses patterns in multiplication and division. The student is expected to</p> <p>4.6(B) solve division problems related to multiplication facts (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$</p> <p>4.6(C) use patterns to multiply by 10 and 100.</p> <p>(4.7) The student uses organizational structures to analyze and describe patterns and relationships. The student is expected to</p> <p>4.7(A) describe the relationship between two sets of related data such as ordered pairs in a table.</p>					
<p>TAKS 3: Geometry and Spatial Reasoning</p> <p>(4.8) The student identifies and describes lines, shapes, and solids using formal geometric language. The student is expected to</p> <p>4.8(A) identify right, acute, and obtuse angles;</p> <p>4.8(B) identify models of parallel and perpendicular lines</p> <p>4.8(C) describe shapes and solids in terms of vertices, edges, and faces.</p> <p>(4.9) The student connects transformations to congruence and symmetry. The student is expected to</p> <p>4.9(B) use translations, reflections, and rotations to verify that two shapes are congruent</p> <p>4.9(C) use reflections to verify that a shape has symmetry.</p> <p>(4.10) The student recognizes the connection between numbers and points on a number line. The student is expected to</p> <p>4.10(A) locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.</p>					
<p>TAKS 4: Measurement</p> <p>(4.11) The student selects and uses appropriate units and procedures to measure weight and capacity. The student is expected to</p> <p>4.11(A) estimate [and measure] weight using standard units including ounces, pounds, grams, and kilograms</p> <p>4.11(B) estimate [and measure] capacity using standard units including milliliters, liters, cups, pints, quarts, and gallons.</p> <p>(4.12) The student applies measurement concepts. The student is expected to</p> <p>4.12(A) measure to solve problems involving length, including perimeter, time, temperature, and area.</p>					

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<p>TAKS 5:Probability and Statistics</p> <p>(4.13) The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to</p> <p>4.13(A) list all possible outcomes of a probability experiment such as tossing a coin;</p> <p>4.13(B) use a pair of numbers to compare favorable outcomes to all possible outcomes such as four heads out of six tosses of a coin</p> <p>4.13(C) interpret bar graphs.</p>					
<p>TAKS 6:Underlying Processes and Mathematical Tools</p> <p>(4.14) The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to</p> <p>4.14(A) identify the mathematics in everyday situations;</p> <p>4.14(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</p> <p>4.14(C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.</p> <p>(4.15) The student communicates about Grade 4 mathematics using informal language. The student is expected to</p> <p>4.15(B) relate informal language to mathematical language and symbols.</p> <p>(4.16) The student uses logical reasoning to make sense of his or her world. The student is expected to</p> <p>4.16(A) make generalizations from patterns or sets of examples and nonexamples.</p>					

I=Needs intervention in that area

M= Master objectives/students expectations

Evaluation of Plan *[District defines appropriate periods of time; e.g., every two weeks, every month, etc.]*

<u>Period 1</u>	<u>Period 2</u>	<u>Period 3</u>	<u>Period 4</u>	<u>Period 5</u>
Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:	Assessment Results/Data:
Recommendations:	Recommendations:	Recommendations:	Recommendations:	Recommendations:

Parent Notification

<u>Name</u>	<u>Signature</u>	<u>Date</u>
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