#Fourth Grade #4th Grade

1. About how heavy is a kilogram?
2. Does liquid volume change when you change the measurement material? Why or why not?
3. How are a circle and an angle related?
4. How are area and perimeter related?
5. How is data collected?
6. How does our base ten number system work?
7. How does understanding the base ten number system help us add and subtract?
8. How does the value of a digit change if its location is changed in a large number?
9. What determines the value of a digit?
10. How does estimation help us understand large numbers?
11. How are large numbers estimated?
12. What conclusions can I make about the places within our base ten number system?
13. What happens to a digit when it is multiplied and divided by 10?
14. What effect does the location of a digit have on the value of the digit?
15. How can we compare large numbers?
16. What determines the value of a number?
17. Why is it important for me to be able to compare numbers?
18. What is a sensible answer to a real problem?
19. What information is needed in order to round a whole number to any place?
20. How can I ensure my answer is reasonable?
21. How can rounding help me compute numbers?
22. What effect does a remainder have on my rounded answer?
23. What strategies can I use to help me make sense of a written algorithm?
24. What does it mean to factor?
25. What is the difference between a prime and a composite number?
26. What are multiples?
27. How is skip counting related to identifying multiples?
28. What is the difference between a factor and a product?
29. How do we know if a number is prime or composite?
30. How will diagrams help us determine and show the products of two-digit numbers?
31. What patterns do I notice when I am multiplying whole numbers that can help me multiply more efficiently?
32. What is a sensible answer to a real problem?
33. How is the area of a rectilinear figure calculated?
34. How can I ensure my answer is reasonable?
35. What effect does a remainder have on a quotient?
36. How can I mentally compute a division problem?
37. What are compatible numbers and how do they aid in dividing whole numbers?
38. How are multiplication and division related to each other?
39. What are some simple methods for solving multiplication and division problems?
40. What patterns of multiplication and division can assist us in problem solving?
41. What happens in division when there are zeroes in both the divisor and the dividend?
42. How are remainders and divisors related?
43. What is the meaning of a remainder in a division problem?
44. How can we use clues and reasoning to find an unknown number ?
45. How can we determine the relationships between numbers?
46. How can we use patterns to solve problems?
47. How do multiplication, division, and estimation help us solve real world problems?
48. How can we organize our work when solving a multi-step word problem?
49. What is a fraction and how can it be represented?
50. How can equivalent fractions be identified?
51. In what ways can we model equivalent fractions?
52. How can identifying factors and multiples of denominators help to identify equivalent fractions?
53. What are benchmark fractions?
54. How are benchmark fractions helpful when comparing fractions?
55. How can we use fair sharing to determine equivalent fractions?
56. How do we know fractional parts are equivalent?
57. What happens to the value of a fraction when the numerator and denominator are multiplied or divided by the same number?
58. How are equivalent fractions related?
59. How can you compare and order fractions?
60. How do I compare fractions with unlike denominators?
61. How do you know fractions are equivalent?
62. What can you do to decide whether your answer is reasonable?
63. How do we locate fractions on a number line?
64. How are fractions used in problem-solving situations?
65. How can equivalent fractions be identified?
66. How can a fraction represent parts of a set?
67. How can I add and subtract fractions of a given set?
68. How can I find equivalent fractions?
69. How can I represent fractions in different ways?
70. How are improper fractions and mixed numbers alike and different?
71. How can you use fractions to solve addition and subtraction problems?
72. How do we add fractions with like denominators?
73. How do we apply our understanding of fractions in everyday life?
74. What do the parts of a fraction tell about its numerator and denominator?
75. What happens when I add fractions with like denominators?
76. What is a mixed number and how can it be represented?
77. What is an improper fraction and how can it be represented?
78. What is the relationship between a mixed number and an improper fraction?
79. Why does the denominator remain the same when I add fractions with like denominators?
80. How can I model the multiplication of a whole number by a fraction?
81. How can I multiply a set by a fraction?
82. How can I multiply a whole number by a fraction?
83. How can I represent a fraction of a set?
84. How can I represent multiplication of a whole number?
85. How can we model answers to fraction problems?
86. How can we write equations to represent our answers when solving word problems?
87. How do we determine a fractional value when given the whole number?
88. How do we determine the whole amount when given a fractional value of the whole?
89. How is multiplication of fractions similar to repeated addition of fraction?
90. What does it mean to take a fractional portion of a whole number?
91. What strategies can be used for finding products when multiplying a whole number by a fraction?
92. How are decimal fractions written using decimal notation?
93. How are decimal numbers and decimal fractions related?
94. How are decimals and fractions related?
95. How can I combine the decimal length of objects I measure?
96. How can I model decimals fractions using the base-ten and place value system?
97. How can I write a decimal to represent a part of a group?
98. How does the metric system of measurement show decimals?
99. What is a decimal fraction and how can it be represented?
100. What models can be used to represent decimals?
101. What patterns occur on a number line made up of decimal fractions?
102. When adding decimals, how does decimal notation show what I expect? How is it different?
103. When is it appropriate to use decimal fractions?
104. When you compare two decimals, how can you determine which one has the greater value?
105. Why is the number 10 important in our number system?
106. How are geometric objects different from one another?
107. How are quadrilaterals alike and different?
108. How are symmetrical figures created?
109. How are triangles alike and different?
110. How can angle and side measures help us to create and classify triangles?
111. How can shapes be classified by their angles and sides?
112. How can the types of sides be used to classify quadrilaterals?
113. How can triangles be classified by the measure of their angles?
114. How can you determine the lines of symmetry in a figure?
115. How do you determine lines of symmetry? What do they tell us?
116. What are the mathematical conventions and symbols for the geometric objects that make up certain figures?
117. What are the properties of quadrilaterals?
118. What are the properties of triangles?
119. What is symmetry?
120. What properties do geometric objects have in common?
121. Where is geometry found in your everyday world?
122. What geometric objects are used to make geometric shapes?