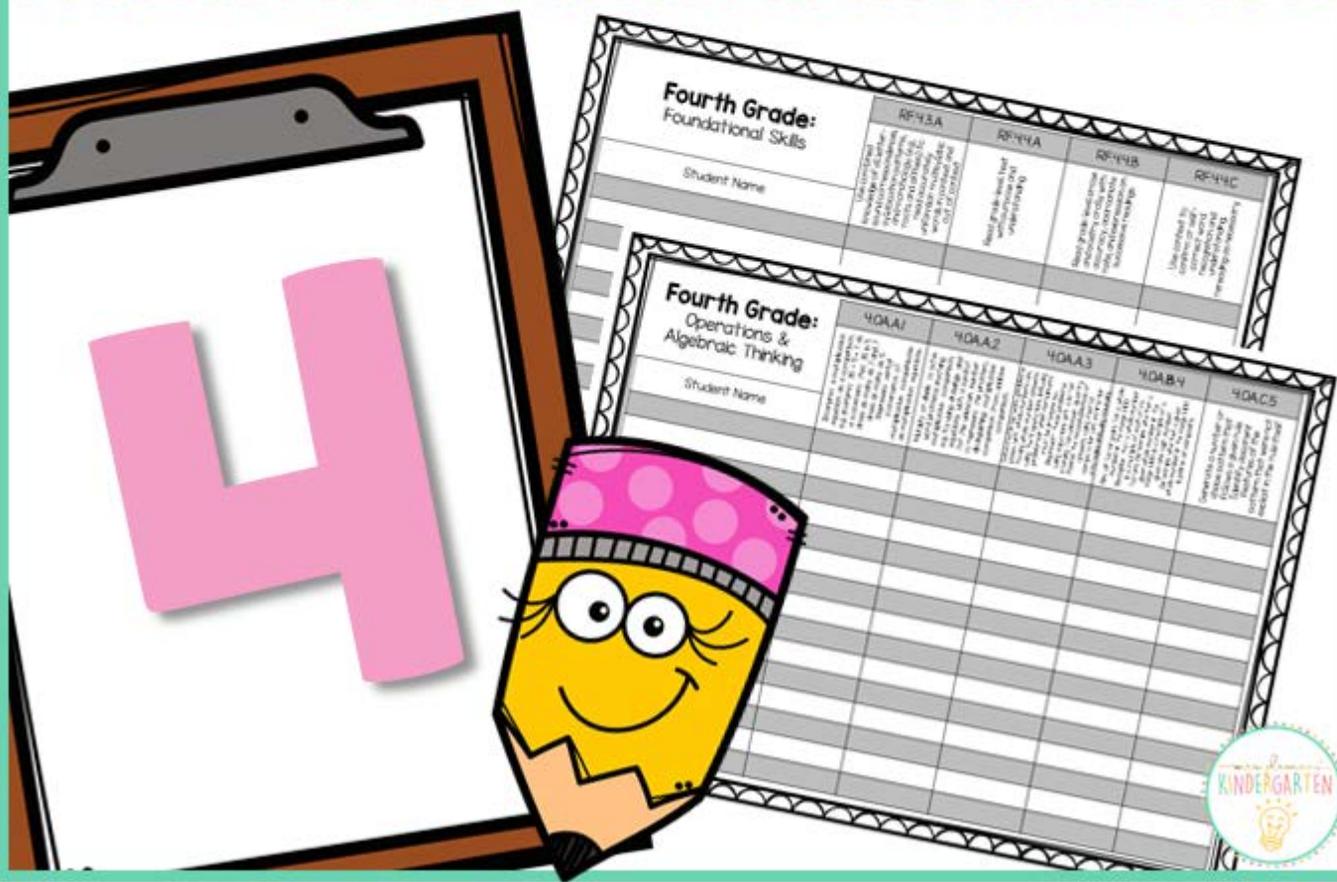


common core

CLASS CHECKLISTS

Fourth Grade



THANK YOU!

Thanks so much for downloading this resource! I truly appreciate it and hope it is exactly what you were looking for! Remember to leave feedback to earn credits towards future products. Please contact me with questions/concerns. jessica@mrsplemonskindergarten.com



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FONTS & GRAPHICS

Thank you to these artists for creating the beautiful fonts & graphics used in this product!



HOW TO USE THESE CHECKLISTS:

Starting with the first spreadsheet page, click in the blue boxes to enter student names. There are 2 identical pages with 15 spots each so that you have space to enter up to 30 student names.

Kindergarten: Counting & Cardinality	K.CC.A.1	K.CC.A.2	K.CC.A.3	K.CC.B.4	K.CC.B.5	K.CC.C.6	K.CC.C.7
Student Name	Count to 10 by ones (10 objects)	Count forward beginning from a given number	Write numbers from 0 to 10	Understand the relationship between numbers and quantities	Count to answer "how many" questions (up to 10 things)	Identify if the number of objects is "more", "less", or "the same as" another group	Compare 2 numbers between 1 and 10
Student 1							
Student 2							
Student 3							
Student 4							
Student 5							
Student 6							
Student 7							
Student 8							
Student 9							
Student 10							
Student 11							
Student 12							
Student 13							
Student 14							
Student 15							
Student 16							
Student 17							
Student 18							
Student 19							
Student 20							
Student 21							
Student 22							
Student 23							
Student 24							
Student 25							
Student 26							
Student 27							
Student 28							
Student 29							
Student 30							

You will only need to enter each students' name ONCE! After you type your class list into the first 2 pages, it will automatically copy to each new page of standards.

Kindergarten: Operations & Algebraic Thinking	K.OA.A.1	K.OA.A.2	K.OA.A.3	K.OA.A.4
Student Name	Represent addition and subtraction with objects, fingers, drawings, equations, and number lines	Use strategies to add and subtract	Apply properties of operations as strategies to add and subtract	Relate addition and subtraction
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 16				
Student 17				
Student 18				
Student 19				
Student 20				
Student 21				
Student 22				
Student 23				
Student 24				
Student 25				
Student 26				
Student 27				
Student 28				
Student 29				
Student 30				

Fourth Grade: Operations & Algebraic Thinking

Student Name

4.OA.A.1

Interpret a multiplication equation as a comparison, e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.
Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.A.2

Multiply or divide to solve word problems involving multiplicative comparison, e.g. by using drawings and equations with a symbol for the unknown number, to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA.A.3

Solve multistep word problems posed with whole numbers and having whole-number answers using the 4 operations, including problems in which remainders must be interpreted.
Represent these problems using equations with a letter standing for unknown quantity.
Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

4.OA.B.4

Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given number in the range 1-100 is prime or composite.

4.OA.C.5

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

PREVIEW

Fourth Grade: Language (pg 1)

Student Name

L.4.I.A

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

L.4.I.B

Form and use the progressive (e.g. I was walking, I am walking, I will be walking) verb tenses.

L.4.I.C

Use modal auxiliaries (e.g. can, may, must) to convey various conditions.

L.4.I.D

Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).

L.4.I.E

Form and use prepositional phrases.

L.4.I.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

L.4.I.G

Correctly use frequently confused words (e.g. to, too, two; there, their).

PREVIEW

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