

# Aligning *Equals Math* with the Alberta Program of Studies

## Grade 4



Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Number</b>	
<i>Representing</i>	
<p>N1. Represent and describe whole numbers to 10 000, pictorially and symbolically.</p>	<p><b>Emerging:</b>                      7.D.2 group objects to build numbers to 100                      7.D.4 use number patterns to locate numbers 51–100 on hundreds chart                      7.D.5 identify numbers 51–99                      8.A.6 make 100 using multiples of 10</p> <p><b>Introductory:</b>                      8.A.2 identify 3-digit numbers (R)                      8.B.1 estimate number to represent familiar sets up to 3-digits numbers (R)                      8.C.1 demonstrate understanding of place value to 1000 (R)</p> <p><b>Basic:</b>                      8.C.2 identify 4-digit numerals (R)                      8.C.6 identify 5- and 6-digit numerals</p> <p><i>Activities that are beyond the scope of the Alberta Program of Studies, but can be used to support the related outcome</i>                      6.B.9 write numerals 21–50                      7.D.6 write numbers 51–99                      8.A.3 write 3-digit numbers                      8.C.7 write 5- and 6-digit numerals</p>
<b>Comparing</b>	
<p>N2. Compare and order numbers to 10 000.</p>	<p><b>Emerging:</b>                      7.D.9 estimate number to represent familiar sets with 1- and 2-digit numbers                      8.A.1 demonstrate understanding of place value to 100 (R)</p> <p><b>Introductory:</b>                      8.B.1 estimate number to represent familiar sets up to 3-digits numbers (R)                      8.C.1 demonstrate understanding of place value to 1000 (R)</p> <p><b>Basic:</b>                      8.C.4 estimate number to represent familiar sets up to 4-digit numbers</p>

(R) = Repeated activity at one or more grade level alignments.

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Number (continued)</b>	
<b>Adding and Subtracting</b>	
<p>N3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting</li> <li>• estimating sums and differences</li> <li>• solving problems involving addition and subtraction.</li> </ul>	<p><b>Emerging:</b></p> <p>7.A.1 identify ten more than a given number 20–50 (R)</p> <p>7.A.2 identify ten less than a given number 20–50 (R)</p> <p>7.B.1 use addition to solve word problems joining two groups (R)</p> <p>7.B.2 use subtraction to solve word problems with removal (R)</p> <p>7.B.3 use subtraction to solve word problems with comparison (R)</p> <p>7.B.4 use subtraction to solve word problems with missing part of a set (R)</p> <p>7.B.5 choose correct operation to solve simple word problem (R)</p> <p>7.B.6 demonstrate commutative property of addition (R)</p> <p>7.C.4 demonstrate associative property of addition (R)</p> <p>7.D.7 identify ten more than given number 51–99 (R)</p> <p>7.D.8 identify ten less than given number 51–99 (R)</p> <p>8.A.4 add and subtract 10 from 2-digit number (R)</p> <p>8.A.8 add and subtract 2-digit numbers, no re-grouping (R)</p> <p>8.B.6 add and subtract 2-digit numbers, with re-grouping (R)</p> <p><b>Introductory:</b></p> <p>8.A.5 add and subtract 100 from 3-digit number (R)</p> <p>8.A.7 use a calculator to add and subtract 2- and 3-digit numbers (R)</p> <p>8.A.9 add and subtract 3-digit numbers, no re-grouping (R)</p> <p>8.B.7 add and subtract 3-digit numbers, with re-grouping (R)</p> <p><b>Basic:</b></p> <p>8.C.5 use a calculator to add and subtract 4-digit numbers</p>

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Number (continued)</b>	
<b>Multiplication and Division</b>	
<p>N4. Apply the properties of 0 and 1 for multiplication and the property of 1 for division.</p>	<p><b>Emerging:</b></p> <p>7.C.1 identify and solve doubles addition problems to sums 11–18 (R)</p> <p>7.C.2 solve subtraction problems with corresponding sums 11–18 using doubles (R)</p> <p><b>Introductory:</b></p> <p>11.A.1 demonstrate multiplication with repeated sets (R)</p> <p>11.A.2 use manipulatives to solve multiplication problems (R)</p> <p>11.A.3 use 10:1 or 2:1 relationships to solve a multiplication problem (R)</p> <p>11.A.4 skip count to solve multiplication problems (R)</p> <p>11.B.4 use multiplication to solve word problem with repeated addition problem (R)</p> <p>11.B.6 demonstrate commutative property of multiplication (R)</p> <p>11.C.1 identify sets that can be divided into equal groups (R)</p> <p>11.C.2 demonstrate division with array and grouping (R)</p> <p>11.C.3 use manipulatives to solve division problems (R)</p> <p>11.C.5 use inverse relation to solve division problems (R)</p> <p>11.D.3 use division to solve word problem with equal sets (R)</p> <p>11.D.6 choose multiplication or division to solve word problem (R)</p> <p><b>Basic:</b></p> <p>11.A.5 solve multiplication problems with factors 6–9 (R)</p> <p>11.B.1 write a multiplication equation (R)</p> <p>11.B.2 solve multiplication problems with factor of 10 (R)</p> <p>11.B.3 multiply with 10 and 100 (R)</p> <p>11.B.5 solve two-digit multiplication problem with calculator (R)</p> <p>11.C.4 solve division problems with corresponding factors 6–9 (R)</p> <p>11.D.1 write a division problem (R)</p> <p>11.D.2 solve division problems with divisor of 10 (R)</p> <p>11.D.4 divide by 10s and 100s (R)</p>

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Number (continued)</b>	
<b>Multiplication and Division (continued)</b>	
	<p>11.D.5 solve division problem with 2-digit divisor using calculator (R)</p> <p>11.D.6 choose multiplication and division to solve word problem (R)</p> <p><i>Activities that are beyond the scope of the Alberta Program of Studies, but can be used to support the related outcome</i></p> <p>7.C.5 use a calculator to add 3 single-digit numbers (R)</p>
<p>N6. Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for multiplication with and without concrete materials</li> <li>• using arrays to represent multiplication</li> <li>• connecting concrete representations to symbolic representations</li> <li>• estimating products</li> <li>• applying the distributive property.</li> </ul>	<p><b>Emerging:</b></p> <p>7.C.1 identify and solve doubles addition problems to sums 11–18 (R)</p> <p>7.C.2 solve subtraction problems with corresponding sums 11–18 using doubles (R)</p> <p><b>Introductory:</b></p> <p>11.A.1 demonstrate multiplication with repeated sets (R)</p> <p>11.A.2 use manipulatives to solve multiplication problems (R)</p> <p>11.A.3 use 10:1 or 2:1 relationships to solve a multiplication problem (R)</p> <p>11.A.4 skip count to solve multiplication problems (R)</p> <p>11.B.4 use multiplication to solve word problem with repeated addition problem (R)</p> <p>11.B.6 demonstrate commutative property of multiplication (R)</p> <p><b>Basic:</b></p> <p>11.A.5 solve multiplication problems with factors 6–9 (R)</p> <p>11.B.1 write a multiplication equation (R)</p> <p>11.B.2 solve multiplication problems with factor of 10 (R)</p> <p>11.B.3 multiply with 10 and 100 (R)</p> <p>11.B.5 solve two-digit multiplication problem with calculator (R)</p> <p>11.D.6 choose multiplication and division to solve word problem (R)</p> <p>11.E.3 make rectangular arrays</p> <p><i>Activities that are beyond the scope of the Alberta Program of Studies, but can be used to support the related outcome</i></p> <p>7.C.5 use a calculator to add 3 single-digit numbers (R)</p>
Alberta Program of Studies	Related activities

**Number (continued)**

**Multiplication and Division (continued)**

- N7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:
- using personal strategies for dividing with and without concrete materials
  - estimating quotients
  - relating division to multiplication.

**Emerging:**

- 7.C.1 identify and solve doubles addition problems to sums 11–18 (R)  
 7.C.2 solve subtraction problems with corresponding sums 11–18 using doubles (R)

**Introductory:**

- 11.C.1 identify sets that can be divided into equal groups (R)  
 11.C.2 demonstrate division with array and grouping (R)  
 11.C.3 use manipulatives to solve division problems (R)  
 11.C.5 use inverse relation to solve division problems (R)  
 11.D.3 use division to solve word problem with equal sets (R)  
 11.D.6 choose multiplication or division to solve word problem (R)

**Basic:**

- 11.C.4 solve division problems with corresponding factors 6–9 (R)  
 11.D.1 write a division problem (R)  
 11.D.2 solve division problems with divisor of 10 (R)  
 11.D.4 divide by 10s and 100s (R)  
 11.D.6 choose multiplication and division to solve word problem (R)

*Activities that are beyond the scope of the Alberta Program of Studies, but can be used to support the related outcome*

- 7.C.5 use a calculator to add 3 single-digit numbers (R)

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Number (continued)</b>	
<b>Mental Math</b>	
<p>N5. Describe and apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> <li>• skip counting from a known fact</li> <li>• using doubling or halving</li> <li>• using doubling or halving and adding or subtracting one more group</li> <li>• using patterns in the 9s facts</li> <li>• using repeated doubling</li> </ul> <p>to determine basic multiplication facts to <math>9 \times 9</math> and related division facts.</p>	<p><b>Emerging:</b></p> <p>7.C.1 identify and solve doubles addition problems to sums 11–18</p> <p>7.C.2 solve subtraction problems with corresponding sums 11–18 using doubles (R)</p> <p>7.C.5 use a calculator to add 3 single-digit numbers</p> <p><b>Introductory:</b></p> <p>11.A.1 demonstrate multiplication with repeated sets (R)</p> <p>11.A.2 use manipulatives to solve multiplication problems (R)</p> <p>11.A.3 use 10:1 or 2:1 relationships to solve a multiplication problem (R)</p> <p>11.A.4 skip count to solve multiplication problems (R)</p> <p>11.B.4 use multiplication to solve word problem with repeated addition problem (R)</p> <p>11.B.6 demonstrate commutative property of multiplication (R)</p> <p>11.C.1 identify sets that can be divided into equal groups (R)</p> <p>11.C.2 demonstrate division with array and grouping (R)</p> <p>11.C.3 use manipulatives to solve division problems (R)</p> <p>11.C.5 use inverse relation to solve division problems (R)</p> <p>11.D.3 use division to solve word problem with equal sets (R)</p> <p>11.D.6 choose multiplication or division to solve word problem (R)</p> <p><b>Basic:</b></p> <p>11.A.5 solve multiplication problems with factors 6–9 (R)</p> <p>11.B.1 write a multiplication equation (R)</p> <p>11.B.2 solve multiplication problems with factor of 10 (R)</p> <p>11.B.3 multiply with 10 and 100 (R)</p> <p>11.B.5 solve two-digit multiplication problem with calculator (R)</p> <p>11.C.4 solve division problems with corresponding factors 6–9 (R)</p> <p>11.D.1 write a division problem (R)</p>

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Number (continued)</b>	
<b>Mental Math (continued)</b>	
	11.D.2 solve division problems with divisor of 10 (R) 11.D.4 divide by 10s and 100s (R) 11.D.5 solve division problem with 2-digit divisor using calculator (R) 11.D.6 choose multiplication and division to solve word problem (R)
<b>Fractions and Decimals</b>	
<p>N8. Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to:</p> <ul style="list-style-type: none"> <li>• name and record fractions for the parts of a whole or a set</li> <li>• compare and order fractions</li> <li>• model and explain that for different wholes, two identical fractions may not represent the same quantity</li> <li>• provide examples of where fractions are used.</li> </ul>	<p><b>Emerging:</b> No related activities identified.</p> <p><b>Introductory:</b>            12.A.1 sort equal fraction pieces (R)            12.A.2 show half of object and array (R)            12.A.3 assemble and name matching fraction pieces (R)            12.A.4 identify 2 ways to make a square into fourths (R)            12.A.5 define meaning of numerator and denominator (R)            12.A.6 write fraction name (R)            12.B.1 identify fractions with numerator greater than 1 (R)            12.B.2 match equivalent fractions with models (R)            12.C.1 identify fractions with common denominator (R)</p> <p><b>Basic:</b>            12.B.3 identify fractions of a set            12.B.4 order common fractions            12.B.5 compare common fractions            12.B.6 identify fractions of linear measurement</p>
<p>N9. Represent and describe decimals (tenths and hundredths), concretely, pictorially and symbolically.</p>	<p><b>Emerging:</b>            6.B.6 demonstrate understanding of place value to 50            7.D.3 demonstrate understanding of place value from 51–99            8.A.1 demonstrate understanding of place value to 100</p> <p><b>Introductory:</b>            8.B.1 estimate number to represent familiar sets up to 3-digit numbers            8.C.1 demonstrate understanding of place value to 1000</p>

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Number (continued)</b>	
<b>Fractions and Decimals (continued)</b>	
	<p><b>Basic:</b>            12.D.3 read decimals to tenths place (R)            12.D.4 read decimals in money terms (R)</p> <p><i>Activities that are beyond the scope of the Alberta Program of Studies, but can be used to support the related outcome</i></p> <p>8.E.3 match coin equivalencies            8.E.4 count common coin combinations            8.E.5 name dollar amounts            8.E.6 round up money amounts            8.E.7 match types of items to general prices            8.E.8 choose correct number of dollars to purchase item(s)</p>
<p>N10. Relate decimals to fractions and fractions to decimals (to hundredths).</p>	<p><b>Emerging:</b>            No related activities identified.</p> <p><b>Introductory:</b>            12.A.1 sort equal fraction pieces (R)            12.A.2 show half of object and array (R)            12.A.3 assemble and name matching fraction pieces (R)            12.A.4 identify 2 ways to make a square into fourths (R)            12.A.5 define meaning of numerator and denominator (R)            12.A.6 write fraction name (R)            12.B.1 identify fractions with numerator greater than 1 (R)            12.B.2 match equivalent fractions with models (R)            12.C.1 identify fractions with common denominator (R)</p> <p><b>Basic:</b>            12.D.3 read decimals to tenths place (R)            12.D.4 read decimals in money terms (R)            12.D.6 match decimals and fractions and relate time and money</p>



Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Number (continued)</b>	
<b>Adding and Subtracting Decimals</b>	
<p>N11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by:</p> <ul style="list-style-type: none"> <li>• using personal strategies to determine sums and differences</li> <li>• estimating sums and differences</li> <li>• using mental mathematics strategies to solve problems.</li> </ul>	<p><b>Emerging:</b></p> <p>7.A.1 identify ten more than a given number 20–50 (R)</p> <p>7.A.2 identify ten less than a given number 20–50 (R)</p> <p>7.B.1 use addition to solve word problems joining 2 groups (R)</p> <p>7.B.2 use subtraction to solve word problems with removal (R)</p> <p>7.B.3 use subtraction to solve word problems with comparison (R)</p> <p>7.B.4 use subtraction to solve word problems with missing part of a set (R)</p> <p>7.B.5 choose correct operation to solve simple word problem (R)</p> <p>7.B.6 demonstrate commutative property of addition (R)</p> <p>7.C.4 demonstrate associative property of addition (R)</p> <p>7.D.7 identify ten more than given number 51–99 (R)</p> <p>7.D.8 identify ten less than given number 51–99 (R)</p> <p>8.A.4 add and subtract 10 from 2-digit number (R)</p> <p>8.A.5 add and subtract 100 from 3-digit number (R)</p> <p>8.A.7 use a calculator to add and subtract 2- and 3-digit numbers (R)</p> <p>8.A.8 add and subtract 2-digit numbers, no re-grouping (R)</p> <p>8.B.6 add and subtract 2-digit numbers, with re-grouping (R)</p> <p><b>Introductory:</b></p> <p>8.A.7 use a calculator to add and subtract 2- and 3-digit numbers (R)</p> <p>8.A.9 add and subtract 3-digit numbers, no re-grouping (R)</p> <p>8.B.7 add and subtract 3-digit numbers, with re-grouping (R)</p> <p><b>Basic:</b></p> <p>12.D.5 add and subtract decimals in money terms</p>

## Grade 4

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Patterns and Relations</b>	
<b>Tables and Charts</b>	
<p>PR1. Identify and describe patterns found in tables and charts. [ICT: C6–2.3]</p>	<p><b>Emerging:</b> 8.D.7 determine missing unit in number pattern (R)</p> <p><b>Introductory:</b> 10.C.5 extend number pattern with constant increment (R)</p> <p><b>Basic:</b> 10.C.6 use a table representing constant rate of change( R) 10.C.7 describe number pattern in table with constant rate of change (R)</p>
<p>PR2. Translate among different representations of a pattern, such as a table, a chart or concrete materials.</p>	<p><b>Emerging:</b> 8.D.7 determine missing unit in number pattern (R)</p> <p><b>Introductory:</b> 10.C.5 extend number pattern with constant increment (R)</p> <p><b>Basic:</b> 10.C.6 use a table representing constant rate of change (R) 10.C.7 describe number pattern in table with constant rate of change (R)</p>
<p>PR3. Represent, describe and extend patterns and relationships, using charts and tables, to solve problems. [ICT: C6–2.3]</p>	<p><b>Emerging:</b> 8.D.7 determine missing unit in number pattern (R)</p> <p><b>Introductory:</b> 10.C.5 extend number pattern with constant increment (R)</p> <p><b>Basic:</b> 10.C.6 use a table representing constant rate of change( R) 10.C.7 describe number pattern in table with constant rate of change (R)</p>

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Patterns and Relations (continued)</b>	
<b>Tables and Charts (Continued)</b>	
PR4. Identify and explain mathematical relationships, using charts and diagrams, to solve problems. [ICT: C6–2.3]	<b>Emerging:</b> No related activities identified.  <b>Introductory:</b> No related activities identified.  <b>Basic:</b> No related activities identified.
<b>Equations</b>	
PR5. Express a given problem as an equation in which a symbol is used to represent an unknown number.	<b>Emerging:</b> No related activities identified.  <b>Introductory:</b> 10.C.1 use notation for equivalent expression 10.C.2 complete problem solving with missing addend 10.C.3 solve addition equation with a variable 10.C.4 identify equal and equivalent sets  <b>Basic:</b> No related activities identified.
PR6. Solve one-step equations involving a symbol to represent an unknown number.	<b>Emerging:</b> No related activities identified.  <b>Introductory:</b> 10.C.1 use notation for equivalent expression 10.C.2 complete problem solving with missing addend 10.C.3 solve addition equation with a variable 10.C.4 identify equal and equivalent sets  <b>Basic:</b> No related activities identified.

## Grade 4

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Shape and Space</b>	
<b>Time and Calendar</b>	
<p>SS1. Read and record time, using digital and analog clocks, including 24-hour clocks.</p>	<p><b>Emerging:</b>            3.C.1 name days of the week (R)            3.C.2 find days of the week on calendar (R)            3.C.3 name months (R)            3.C.4 find a given date on a calendar (R)            3.C.5 use calendar to count days to event (R)</p> <p><b>Introductory:</b>            5.B.1 tell time to the hour            5.B.2 tell time to 1/2 hour            5.B.2 tell time to 1/4 hour</p> <p><b>Basic:</b>            5.B.4 match analog and digital time            5.B.5 use common language to tell time            8.E.1 tell time to 5 minutes            8.E.2 use common language to tell time at 5-minute intervals</p> <p><i>Activities that are beyond the scope of the Alberta Program of Studies, but can be used to support the related outcome</i>            3.C.6 identify 4 seasons given name of month (R)</p>
<p>SS2. Read and record calendar dates in a variety of formats.</p>	<p><b>Emerging:</b>            3.C.1 name days of the week (R)            3.C.2 find days of the week on calendar (R)            3.C.3 name months (R)            3.C.4 find a given date on a calendar (R)            3.C.5 use calendar to count days to event (R)</p> <p><b>Introductory:</b>            No related activities identified.</p> <p><b>Basic:</b>            No related activities identified.</p> <p><i>Activities that are beyond the scope of the Alberta Program of Studies, but can be used to support the related outcome</i>            3.C.6 identify 4 seasons given name of month (R)</p>

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Shape and Space (continued)</b>	
<b>Area of 2-D Shapes</b>	
<p>SS3. Demonstrate an understanding of area of regular and irregular 2-D shapes by:</p> <ul style="list-style-type: none"> <li>• recognizing that area is measured in square units</li> <li>• selecting and justifying referents for the units <math>\text{cm}^2</math> or <math>\text{m}^2</math></li> <li>• estimating area, using referents for <math>\text{cm}^2</math> or <math>\text{m}^2</math></li> <li>• determining and recording area (<math>\text{cm}^2</math> or <math>\text{m}^2</math>)</li> <li>• constructing different rectangles for a given area (<math>\text{cm}^2</math> or <math>\text{m}^2</math>) in order to demonstrate that many different rectangles may have the same area.</li> </ul>	<p><b>Emerging:</b> 9.A.4 identify length with lines and pictured ruler (R)</p> <p><b>Introductory:</b> 9.A.5 measure line in centimeters 9.A.7 measure line in meters 11.E.1 measure perimeter</p> <p><b>Basic:</b> 5.D.3 place two-dimensional shapes to fill an area 9.D.4 count sides and vertices on two-dimensional net 11.E.2 measure area</p> <p><i>Activities that are beyond the scope of the Alberta Program of Studies, but can be used to support the related outcome</i> 9.A.6 measure line in decimeters</p>
<b>3-D Objects</b>	
<p>SS4. Describe and construct right rectangular and right triangular prisms.</p>	<p><b>Emerging:</b> 9.D.1 identify three-dimensional faces, vertices, and edges 9.D.2 count three-dimensional faces, vertices, and angles 9.D.3 use a table to organize three-dimensional shapes 5.D.6 identify three-dimensional shapes 5.D.5 find and match three-dimensional shapes in the environment</p> <p><b>Introductory:</b> 9.D.6 sort polyhedral shapes from other shapes</p> <p><b>Basic:</b> 9.D.5 build, identify, and compare three-dimensional shape to net</p>

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Shape and Space (continued)</b>	
<b>Symmetry</b>	
SS5. Demonstrate an understanding of congruency, concretely and pictorially.	<p><b>Emerging:</b> 9.A.4 identify length with lines and pictured ruler (R)</p> <p><b>Introductory:</b> No related activities identified.</p> <p><b>Basic:</b> 9.B.2 identify congruent shapes</p>
SS6. Demonstrate an understanding of line symmetry by: <ul style="list-style-type: none"> <li>• identifying symmetrical 2-D shapes</li> <li>• creating symmetrical 2-D shapes</li> <li>• drawing one or more lines of symmetry in a 2-D shape.</li> </ul>	<p><b>Emerging:</b> 9.A.4 identify length with lines and pictured ruler (R)</p> <p><b>Introductory:</b> No related activities identified.</p> <p><b>Basic:</b> 9.B.5 identify symmetrical shapes 9.B.6 locate line of symmetry</p>

## Grade 4

Alberta Program of Studies	Related activities from <i>Equals Math</i> resources
<b>Statistics and Probability</b>	
<b>Many-to-One</b>	
<p>SP1. Demonstrate an understanding of many-to-one correspondence. [ICT: C6–2.2, C6–2.3]</p>	<p><b>Emerging:</b> No related activities identified.</p> <p><b>Introductory:</b> No related activities identified.</p> <p><b>Basic:</b> No related activities identified.</p>
<b>Pictographs and Bar Graphs</b>	
<p>SP2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.</p>	<p><b>Emerging:</b> 3.D.4 construct bars in an object bar graph 3.D.5 construct pictograph bars</p> <p><b>Introductory:</b> 3.D.6 interpret a bar graph by comparison 3.E.3 place data in simple bar graph with symbolic representation 3.E.4 compare amounts on bar graph with symbolic representation 3.E.5 use data from bar graph to solve simple problem 6.A.5 make a bar graph with categorical data 6.A.6 communicate conclusions drawn from bar graph</p> <p><b>Basic:</b> No related activities identified.</p>