



**Florida Standards /Excel Math Correlation**  
**4<sup>th</sup> Grade**

FLORIDA MATH STANDARDS	Excel/ Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
<b>Strand A: Number Sense, Concepts, and Operations</b>		
<b>Standard 1:</b>		
<b>The student understands the different ways numbers are represented and used in the real world.</b>		
<b>Benchmark MA.A.1.2.1: The student names whole numbers combining 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.</b>		
1. reads, writes, and identifies whole numbers through millions or more.	1, 2, 3, 7, 13, 14, 17, 22, 27, 28, 36, 42, 43, 46, 50, 55, 61, 102, 126, 129, 131, 133, 145	153
2. reads, writes, and identifies fractions and mixed numbers with denominators including 2, 3, 4, 5, 6, 8, 10, 12, 20, 25, 100, and 1000.	15, 16, 54, 67, 75, 76, 79, 81, 88, 99, 110, 114, 118, 125, 127, 128, 136, 143, 145, 148, 153, 154	
3. reads, writes, and identifies decimals through hundredths.	11, 26, 55, 85, 86, 100, 104, 107, 109, 115, 116, 118, 131, 139, 141, 142, 145, 148	
<b>Benchmark MA.A.1.2.2: The student understands the relative size of whole numbers, commonly used fractions, decimals, and percents.</b>		
1. uses language and symbols ( $>$ , $<$ , $=$ ) to compare numbers in the same form and in two different forms such as $\_ < 1$ .	8, 13, 14, 16, 22, 31, 34, 35, 41, 54, 67, 74, 75, 76, 85, 88, 99, 100, 110, 118, 125, 126, 127, 128, 133, 143	13 Activity 12
2. compares and orders whole numbers through millions or more, using concrete materials, number lines, drawings, and numerals.	3, 8, 34, 35, 42, 43, 74, 102, 126, 133, 145	Activity 12 Order: 1, 2, 34, 37, 42, 46, 50, 54, 57, 61, 72, 74, 81, 88, 97, 112, 152
3. compares and orders commonly used fractions and decimals to hundredths using concrete materials, drawings, and numerals.	75, 79, 85, 88, 99, 100, 114, 115, 117, 118, 125, 126, 136, 137, 139, 143, 145, 148	59
4. locates whole numbers, fractions, mixed numbers, and decimals on a number line.	45, 55, 133, 145	Activity 12
<b>Benchmark MA.A.1.2.3: The student understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.</b>		
1. translates problem situations into diagrams and models using whole numbers, fractions, mixed numbers and decimals to hundredths including money notation.	9, 15, 16, 17, 21, 25, 26, 27, 28, *31, 32, 33, 35, 36, 41, 42, 43, 45, *46, 52, 54, 55, 75, *76, 81, 82, 83, 86, 88, 99, 100, 109, 110, 112, 114, 116, 127, 128, 133, 136	86, 97, 112, 124, 145, 151
<b>Benchmark MA.A.1.2.4: The student understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.</b>		
1. uses concrete materials to model equivalent forms of whole numbers, fractions, and decimals.	3, 12, *13, 16, 21, 35, 54, 59, 75, 76, 79, 81, 85, 88, 99, 100, 110, 112, 114, *115, *118, *125, *126, 127, 128, 136, 137, *143	
2. identifies equivalent forms of numbers.	3, 11, 13, 75, 81, 85, 88, 99, 110, 114, 115, 118, 125, 126, 127, 128, 136, 137, 143, 148	



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<b>FLORIDA MATH STANDARDS</b>	<b>Excel/ Math Lesson Numbers</b>	<b>Stretch Lesson Numbers Activity Numbers</b>
3. knows that two numbers in different forms are equivalent or non-equivalent, using whole numbers, decimals, fractions, and mixed numbers.	3, 11, 75, 85, 88, 110, 112, 115, 118, 125, 126, 127, 128, 136, 137, 143, 148	
<b>Standard 2:</b> <b>The student understands number systems.</b>		
<b>Benchmark MA.A.2.2.1: The student uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.</b>		
1. knows the value of a given digit in numbers from hundredths to millions, including writing and interpreting expanded forms of numbers.	1, 2, 3, 7, 21, 22, 26, 27, 28, 42, 43, 46, 50, 52, 53, 55, 59, 61, 69, 82, 83, 85, 86, 112, 115, 118, 126, 127, 128, 129, 131, 136, 137, 143  Negative Numbers: 133, 140	153
<b>Benchmark MA.A.2.2.2: The student recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.</b>		
1. uses concrete materials and symbolic notation to represent numbers in bases other than base ten, such as base five.	12, 17, 20, 23, 25, 33, 56, 126	
2. reads, writes, and compares the decimal number system to the Roman numeral system using the Roman numerals I, V, X, L, C, D, and M.	126	128, 143
<b>Standard 3:</b> <b>The student understands the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.</b>		
<b>Benchmark MA.A.3.2.1: The student understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.</b>		
1. recalls (from memory) basic multiplication facts and related division facts.	12, *13, 14, 17, 18, 19, 21, 22, 23, 24, 31, 36, 46, 47, 48, 49, 51, 52, 53, 54, 56, 59, 61, 62, 71, 73, 74, 76, 77, 78, 81, 84, 87, 93, 98, 102, 103, *108, 118, 129, 131, 132, 138, 141, 142, 151	
2. knows the inverse relationship of multiplication and division and demonstrates that relationship by writing related fact families.	21, 22, 24, 27, 28, 43, 49, 52, 853, 59, 78, 81, 82, 83, 84, 87, 93, 98, 102, 103, 107, 115, 138, 151  Multi/Add: 12, 16, 31, 36, 49	
3. explains and demonstrates the multiplication and division of whole numbers using manipulatives, drawings, and algorithms.	12, 16, 17, 21, 22, 24, 27, 28, 31, 32, 33, 34, 36, 42, 43, 47, 49, 52, 53, 54, 59, 62, 70, 73, 75, 82, 83, 84, 89, 90, 91, 93, 96, 101, 108, 112, 114, 115, 116, 124, 129, 131, 132, 136, 138, 141, 142, 146, 151  Decimals: 61, 107, 109, 115	14, 15, 19, 27, 31, 39, 41, 45, 55, 56, 59, 67, 75, 80, 89, 93, 99, 104, 109, 129, 132, 135, 142, 150



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FLORIDA MATH STANDARDS	Excel/ Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
4. explains and demonstrates the addition and subtraction of common fractions using concrete materials, drawings, story problems, and algorithms.	16, 67, 76, 81, 112 Multiplication: 153, 154	
5. explains and demonstrates the addition and subtraction of decimals (to hundredths) using concrete materials, drawings, story problems, and algorithms.	11, 12, 26, 86, 104 Multiplication: 12, 26, 116, 141, 142 Division: 61, 107, 109, 115, 139, 148	20, 28, 30, 47, 83, 91, 101, 103, 111, 114, 146
6. knows the properties of numbers including the following:		
• the identity, commutative, and associative properties of addition	13, 72, 108	
• the zero and identity properties of multiplication	21, 24, 31, 47, 49, 72, 73, 87	
• the commutative, associative, and distributive properties of multiplication.	21, 24, 34, 49, 72, 73, 87, 105, 108, 115	
7. predicts the relative size of solutions in the following:		
• addition, subtraction, multiplication, and division of whole numbers	1, 3, 12, *13, 17, 22, *27, *28, 31, 33, *36, 45, *47, 69, 129, 132	7, 8, 68, 90, 92, 105, 115, 117, 122
• addition and subtraction of common fractions	16, 67, 76, 81, *112	
• addition and subtraction of decimals to hundredths	*11, *12, *86, 104	20, 28, 30, 47, 83, 91, 101, 103, 111, 114, 146
<b>Benchmark MA.A.3.2.2: The student selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.</b>		
1. uses problem-solving strategies to determine the operation(s) needed to solve one- and two-step problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions.	1, 2, 9, 12, 16, 18, 20, 22, 25, 26, 31, 33, 35, 41, 46, 51, 54, 56, 63, 72, 73, 77, 88, 90, 92, 96, 104, 109, 111, 122, 123, 129, 132, 139, 143	5, 10, 12, 14, 16, 18, 20, 22, 27, 28, 29, 30, 33, 35, 38, 41, 43, 47, 48, 55, 59, 62, 70, 71, 77, 79, 83, 86, 91, 101, 103, 111, 114, 115, 116, 117, 118, 121, 125, 130, 133, 136, 138, 147, 148, 153, 155 Activity 6, 8
<b>Benchmark MA.A.3.2.3: The student adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.</b>		
1. solves real-world problems involving addition, subtraction, multiplication, and division of whole numbers, and addition and subtraction of decimals and fractions using an appropriate method (for example, mental math, pencil and paper, calculator).	1, 9, 15, 16, 17, 18, 20, 25, 26, 31, 33, 35, 41, 54, 56, 63, 72, 77, 90, 92, 96, 104, 109, 111, 122, 123, 129, 132, 139, 143	5, 10, 12, 14, 16, 18, 20, 22, 277, 28, 29, 30, 33, 35, 38, 41, 43, 47, 48, 55, 59, 62, 70, 71, 77, 79, 83, 86, 91, 101, 103, 111, 114, 115, 116, 117, 118, 121, 125, 130, 133, 136, 138, 147, 148, 153, 155 Activity 6, 8



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<b>FLORIDA MATH STANDARDS</b>	<b>Excel/ Math Lesson Numbers</b>	<b>Stretch Lesson Numbers Activity Numbers</b>
2. explains the reason for choosing a particular computing method for a particular problem.	1, 2, 9, 12, 16, 18, 20, 22, 25, 26, 31, 33, 35, 41, 46, 51, 54, 56, 63, 72, 73, 77, 88, 90, 92, 96, 104, 109, 111, 122, 123, 129, 132, 139, 143	5, 10, 12, 14, 16, 18, 20, 22, 277, 28, 29, 30, 33, 35, 38, 41, 43, 47, 48, 55, 59, 62, 70, 71, 77, 79, 83, 86, 91, 101, 103, 111, 114, 115, 116, 117, 118, 121, 125, 130, 133, 136, 138, 147, 148, 153, 155 Activity 6, 8
3. solves real-world multiplication problems with whole numbers (three digits by one digit) using concrete materials, drawings, and pencil and paper.	16, 31, 56, 63, 72, 90, 92, 122, 123, 132, *146	16, 22, 27, 29, 41, 70, 71, 86, 114, 115, 118, 125, 148, 155 Activity 6, 8
4. solves real-world division problems having divisors of one digit and dividends of three digits, with or without remainders.	17, 33, 54, 72, 90, 92, 121, 122, 123, 124, 139, *151	14, 27, 55, 59, 115, 117, 121, 125, 148, 153 Activity 6, 8
5. solves real-world problems involving the addition or subtraction of decimals (to hundredths) or common fractions with like or unlike denominators.	*9, 90, 104 Multiplication: 143 Division: 109, 139	20, 28, 30, 47, 83, 91, 101, 103, 111, 114, 146 Activity 6, 8
<b>Standard 4:</b> <b>The student uses estimation in problem solving and computation.</b>		
<b>Benchmark MA.A.4.2.1: The student uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.</b>		
1. chooses, describes and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.	1, 4, 10, 26, 33, 41, 45, 55, 69, 90, 104, 129, *131	49, 76, 87, 133, 134, 139, 144, 149, 154
2. estimates quantities of objects to 500 or more and justifies and explains the reasoning for the estimates (for example, using compatible numbers, benchmark numbers, unitizing).		
<b>Standard 5:</b> <b>The student understands and applies theories related to numbers.</b>		
<b>Benchmark MA.A.5.2.1: The student understands and applies basic number theory concepts, including primes, composites, factors, and multiples.</b>		
1. knows factors and multiples of numbers to 100.	13, 33, 51, 91, 93, 94, 106, 151 Prime numbers: 94, 135	115, 117
2. multiplies by 10, 100, and 1,000 recognizing and demonstrating patterns.	*45, 51, 89	
3. knows rules of divisibility for 2, 3, 5, 9, and 10.	21, 24, 27, 28, 33, 49, 73, 87, 93, 94, 106, 135	



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<b>FLORIDA MATH STANDARDS</b>	<b>Excel/ Math Lesson Numbers</b>	<b>Stretch Lesson Numbers Activity Numbers</b>
4. uses models to identify perfect squares to 100.		
<b>Strand B: Measurement</b>		
<b>Standard 1:</b>		
<b>The student measures quantities in the real world and uses the measures to solve problems.</b>		
<b>Benchmark MA.B.1.2.1: The student uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle.</b>		
1. knows measurement concepts and can use oral and written language to communicate them.	29, 30, 37, 57, 63, 70, 73, 78, 87, 95, 96, 105, 120, 121, 123, 132, 133, 147, 149, 155	23, 49, 76, 87, 95, 118, 125, 133, 134, 135, 137, 139, 144, 149, 150, 154 Activity 7, 9, 10
2. uses a wide variety of models (for example, manipulatives, diagrams) and applies counting procedures to investigate measurements of length, area, volume, and perimeter.	29, 37, 63, 64, 68, 73, 95, 96, 105, 120, 121, 149, 155	Activity 7, 10
3. knows about varied time intervals, including decades, hours, minutes, and seconds.	18, 57, 66, 90, 111, 124	10, 18, 43, 148
4. investigates angle measures using models and manipulatives for the common angles of 45°, 90°, and 180° (straight angle) and uses these angles as reference points for measures of other angles.	30, 70, 78, 98, 132	
<b>Benchmark MA.B.1.2.2: The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.</b>		
1. solves real-world problems involving measurement of the following:		
• length (for example, millimeter, quarter-inch, foot, yard, meter)	29, 30, 37, 63, 73, 121 Distance: 92, 97, 121, 123	
• weight (for example, pounds, ounces, kilograms, grams)	29, 30, 63, 123	49, 76, 87, 133, 134, 139, 144, 149, 154 Activity 9
• capacity (for example, cup, milliliters)	29, 123	23
• temperature (Fahrenheit and Celsius)	30, 119, 133	Graph Activity 3
• angles (right and straight)	*30, 70, 78, 132	
2. solves real-world problems involving perimeter, area, and volume using concrete, graphic, or pictorial models.	29, 68, 96, 104, 147, 149, 155	23, 118, 125, 135, 137, 150 Activity 7, 9, 10
3. uses schedules, calendars, and elapsed time to solve real-world problems.	19, 57, 66, 90, 92, 111, 124	10, 18, 43, 148



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<b>FLORIDA MATH STANDARDS</b>	<b>Excel/ Math Lesson Numbers</b>	<b>Stretch Lesson Numbers Activity Numbers</b>
<b>Standard 2:</b> <b>The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).</b>		
<b>Benchmark MA.B.2.2.1: The student uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics.</b>		
1. devises nonstandard, indirect ways to compare lengths (for example, compare the height of a cylinder to the distance around it).	121	
2. uses customary and metric units to compare length, weight, and capacity or volume.	29, 63, *64, 95, 104, 121	*23, *49, *76, *87, *95, *118, *125, *133, *134, *135, *137, *139, *144, *149, *150, *154
3. uses multiplication or division to convert units of measure within either the customary or metric system (for example: 100 cm = 1 m).	*37, *63, *64, *104, 121, *123	*23, *49, *76, *87, *95, *118, *125, *133, *134, *135, *137, *139, *144, *149, *150, *154
<b>Benchmark MA.B.2.2.2: The student selects and uses appropriate standard and nonstandard units of measurement, according to type and size.</b>		
1. knows an appropriate unit of measure to determine the dimension(s) of a given object (for example, standard - student chooses feet or inches instead of yards to measure a classroom desk; nonstandard - student chooses a pencil or his or her hand to measure a classroom desk).	29, 37, 123, *147	118, 125, 135, 137, 150
2. knows an appropriate unit of measure (standard or nonstandard) to measure weight and capacity.	29, 30, 63, 123	23, 49, 76, 87, 95, 133, 134, 139, 144, 149, 154
<b>Standard 3:</b> <b>The student estimates measurements in real-world problem situations.</b>		
<b>Benchmark MA.B.3.2.1: The student solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.</b>		
1. knows how to determine whether an accurate or estimated measurement is needed for a solution.	29, 37, 121, 123	23, 49, 76, 87, 95, 118, 125, 133, 134, 135, 137, 139, 144, 149, 150, 154 Activity 7, 10
2. using real-world settings, objects, graph paper, or charts, solves problems involving estimated measurements, including the following:		
• length to nearest half-inch, centimeter	29, 37, 121	
• weight to nearest ounce, gram	29, *30	
• time to nearest five-minute interval	18, 57	
• temperature to nearest five-degree interval	*30	



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<b>FLORIDA MATH STANDARDS</b>	<b>Excel/ Math Lesson Numbers</b>	<b>Stretch Lesson Numbers Activity Numbers</b>
• money to nearest \$1.00 (combination of coin and currency)	9, 16, 26, 55	28, 30, 47, 83, 91, 101, 103, 111, 114, 146
3. knows how to estimate the area and perimeter of regular and irregular polygons using graph paper, geoboard, or other objects.	64, 120, *147	118, 125, 135, 137, 150 Activity 7, 10
4. knows how to estimate the volume of a rectangular prism using manipulatives or graphic representation.	95, *149	
<b>Standard 4:</b>		
<b>The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.</b>		
<b>Benchmark MA.B.4.2.1: The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.</b>		
1. selects an appropriate measurement unit for labeling the solution to real-world problems.	29, 63, 92, 121, 123, 132, 147	23, 49, 76, 87, 95, 118, 125, 133, 134, 135, 137, 139, 144, 149, 150, 154
<b>Benchmark MA.B.4.2.2: The student selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.</b>		
1. selects and uses the appropriate tool for situational measures (for example, measuring sticks, scales and balances, thermometers, measuring cups, gauges).	29, 63, 147	23, 49, 76, 87, 95, 118, 125, 133, 134, 135, 137, 139, 144, 149, 150, 154
<b>Strand C: Geometry and Spatial Sense</b>		
<b>Standard 1:</b>		
<b>The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.</b>		
<b>Benchmark MA.C.1.2.1: The student given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.</b>		
1. uses appropriate geometric vocabulary to describe properties and attributes of two- and three-dimensional figures (for example, faces, edges, vertices, diameter).	15, 38, 39, 40, 44, 58, 64, 71, 95, 96, 98, 120, 132, 144, 147, 149, 155	4, 24, 32, 44, 53, 65, 69, 78, 82, 94, 100, 107, 110, 119, 123, 131 Activity 3, 4, 5, 6, 8, 10
2. draws and classifies two-dimensional figures having up to eight or more sides.	15, 39, 58, 96, 120, 144	Activity 3, *4
<b>Standard 2:</b>		
<b>The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.</b>		
<b>Benchmark MA.C.2.2.1: The student understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity.</b>		
1. uses manipulatives to solve problems requiring spatial visualization.	30, 95	4, 24, 32, 44, 53, 65, 69, 78, 82, 94, 100, 107, 110, 119, 123, 131 Activity 3, 4, 10



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<b>FLORIDA MATH STANDARDS</b>	<b>Excel/ Math Lesson Numbers</b>	<b>Stretch Lesson Numbers Activity Numbers</b>
2. knows symmetry, congruency, and reflections in geometric figures using drawings and concrete materials (for example, pattern blocks, mirrors).	30, *40, 60, 98, 144, 149	36, 53
3. knows and creates congruent and similar figures.	40, 60, *98, *144	36, 53
<b>Benchmark MA.C.2.2.2: The student predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.</b>		
1. identifies and performs flips, slides, and turns given angle (90o, 180o) and direction (clockwise or counterclockwise) of turn, using concrete and graphic materials (for example, pattern blocks, geoboards, grid paper).	60	36, 53 Activity 3
2. knows the effect of a flip, slide, or turn (90o, 180o) on a geometric figure.	*60	36, 53 Activity 3
3. explores tessellations.		Activity 3, 10
<b>Standard 3:</b> <b>The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.</b>		
<b>Benchmark MA.C.3.2.1: The student represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems.</b>		
1. compares the concepts of area and perimeter using concrete materials (for example, color tiles, grid paper) and real-world situations (for example, carpeting a floor, fencing a yard).	64, 68, 120, 149, 155	118, 125, 135, 137, 150 Activity 10
2. applies the concepts of area and perimeter to solve real-world and mathematical problems.	64, 68, 120, 147, 149, 155	118, 125, 135, 137, 150 Activity 10
3. knows how area and perimeter are affected when geometric figures are combined.	68, 155	118, 125, 135, 137 Activity 9, 10
<b>Benchmark MA.C.3.2.2: The student identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).</b>		
1. knows how to identify, locate, and plot ordered pairs of whole numbers on a graph or on the first quadrant of a coordinate system.	65, 97, 120, 130, 140 Union of sets: 44	Activity 5
<b>Strand D: Algebraic Thinking</b>		
<b>Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.</b>		
<b>Benchmark MA.D.1.2.1: The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.</b>		





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<b>FLORIDA MATH STANDARDS</b>	<b>Excel/ Math Lesson Numbers</b>	<b>Stretch Lesson Numbers Activity Numbers</b>
1. describes, extends, and creates numerical and geometric patterns using a variety of models (for example, lists, tables, charts).	6, 17, 23, 25, 48, 56, 58, 101, 103, 113, 117, 152	8, 12, 16, 20, 21, 28, 35, 59, 60, 62, 68, 69, 71, 77, 79, 116, 124, 130, 136, 138, 140, 141, 147, 153  Order: 1, 2, 34, 37, 38, 42, 46, 50, 54, 57, 61, 72, 74, 81, 88, 97, 112, 152
2. poses, solves, and explains problems by identifying a predictable visual or numerical pattern such as: Input 1 2 3 7 Output \$3 \$6 \$9 ?	6, 17, 23, 25, 48, 56, 58, 101, 103, 113, 117, 152	12, 16, 60, 62, 77, 116, 124, 130, 136, 138
<b>Benchmark MA.D.1.2.2: The student generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.</b>		
1. knows mathematical relationships in patterns (for example, the second shape is the first shape turned 90o).	6, 17, 23, 25, 48, 56, 58, 101, 103, 113, 117, 152	8, 12, 16, 20, 21, 28, 35, 59, 60, 62, 68, 69, 71, 77, 79, 116, 124, 130, 136, 138, 140, 141, 147, 153
2. analyzes number patterns and states rules for relationships (for example, 2, 4, 7, 9, 12, ...; the rule is: +2, +3, +2, +3, ...).	6, 17, 23, 25, 48, 56, 103, 113, 117, 152	8, 12, 16, 20, 21, 28, 35, 59, 60, 62, 68, 69, 71, 77, 79, 116, 124, 130, 136, 138, 140, 141, 147, 153
3. discusses, explains, and analyzes the rule that applies to the pattern.	6, 17, 23, 25, 48, 56, 103, 113, 117, 152	6, 17, 23, 25, 48, 56, 58, 101, 103, 113, 117, 152
4. applies the appropriate rule to complete a table or a chart such as: Input 2 9 ? 7 Output 8 36 16 28	6, 17, 25, 56, 58, *113, 152	12, 16, 60, 62, 77, 116, 124, 130, 136, 138
<b>Standard 2:</b> <b>The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situation</b>		
<b>Benchmark MA.D.2.2.1: The student represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.</b>		
1. solves problems involving equations or simple inequalities using manipulatives, diagrams, or models, symbolic expressions, or written phrases.	1, 14, 16, 20, 22, 26, 34, 35, 41, 56, 87, 126, 134, 152	3, 6, 8, 10, 18, 25, 26, 27, 29, 33, 48, 67, 76, 86, 87, 90, 92, 95, 96, 102, 105, 113, 114, 116, 117, 118, 121, 122, 125, 126, 129, 130, 135, 136, 137, 138, 143, 147, 148, 150, 153, 155  Activity 6, 8
2. uses a variable to represent a given verbal expression (for example, seven times a number is 7n).	34, 87, 126, 134, 152	9, 15, 19, 20, 28, 31, 39, 45, 52, 56, 69, 75, 80, 89, 93, 99, 104, 109  Activity 6, 8
3. translates problem-solving situations into expressions and equations using a variable for the unknown.	*1, *5, *16, *20, 35, *41, 87, 126, 134, 152	9, 15, 19, 20, 28, 31, 39, 45, 52, 56, 69, 75, 80, 89, 93, 99, 104, 109  Activity 6, 8



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<b>FLORIDA MATH STANDARDS</b>	<b>Excel/ Math Lesson Numbers</b>	<b>Stretch Lesson Numbers Activity Numbers</b>
<b>Benchmark MA.D.2.2.2: The student uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.</b>		
1. uses physical or pictorial models and graphs (for example, cubes, number lines) to solve equations or inequalities.	5, 16, 20, 26, 35, 56, 126	9, 15, 19, 20, 28, 31, 39, 45, 52, 56, 69, 75, 80, 89, 93, 99, 104, 109 Activity 6, 8
2. uses information from physical models, graphs, or tables to solve problems.	5, 16, 20, 26, 35, 41, 56, 126	86, 97, 112, 124, 145, 151 Activity 6, 8
<b>Strand E: Data Analysis and Probability</b>		
<b>Standard 1: The student understands and uses the tools of data analysis for managing information.</b>		
<b>Benchmark MA.E.1.2.1: The student solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts.</b>		
1. knows the purpose of different parts of a graph (for example, titles, labels, intervals, key).	20, 80, 119	86, 97, 112, 124, 145, 151 Graph Activity: 1, 2, 3, 5, 6
2. chooses reasonable titles and labels for graphs.	*80, *119	86, 97, 112, 124, 145, 151 Graph Activity: 1, 2, 3, 5, 6
3. interprets and compares information from different types of graphs including graphs from content-area materials and periodicals.	20, 80, 119	86, 97, 112, 124, 145, 151 Graph Activity: 1, 2, 4, 5, 6
4. generates questions, collects responses, and displays data on a pictograph, circle graph, bar, double bar, or line graph.	*119	*86, *97, *112, *124, *145, *151 Graph Activity: 1, 2, 3, 4, 5, 6 Activity 11
5. interprets and completes circle graphs using common fractions.		*145, *151 Graph Activity *6
6. analyzes and explains orally or in writing the implications of data displays.	20, 56, 80, 119	Graph Activity: 1, 2, 3, 4, 5, 6 Activity 10
<b>Benchmark MA.E.1.2.2: The student determines range, mean, median, and mode from sets of data.</b>		
1. identifies the mean, median and mode from a set of data.	150 Averages: 122, 123	*145, *151 Graph Activity: *1, *2, *4, *5, *6
2. identifies the range on a line graph.	45, 69, *80, *141	Graph Activity: 4, 6, 12
<b>Benchmark MA.E.1.2.3: The student analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.</b>		
1. uses a calculator to determine the range and mean of a set of data.	*45, *69, *80, *141, *150 Averages: *122, *123	*Graph Activity: 1, 2, 4, 5, 6, 12
2. uses computer applications to examine and evaluate data.		



**Florida Standards /Excel Math Correlation**  
**4<sup>th</sup> Grade**

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3. uses computer applications to construct graphs.		
<b>Standard 2:</b> <b>The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.</b>		
<b>Benchmark MA.E.2.2.1: The student uses models, such as tree diagrams, to display possible outcomes and to predict events.</b>		
1. determines the number of possible combinations of given items and displays them in an organized way.	4, 5, 77	7, 11, 17, 25, 26, 63, 71, 79, 85, 96, 121, 135, 155 Graph Activity: 6 Activity 1
2. represents all possible outcomes for a simple probability situation or event using models such as organized lists, charts, or tree diagrams.	5, 77	7, 11, 17, 25, 26, 63, 71, 79, 85, 96, 121, 135, 155 Graph Activity: 1, 2, 6 Activity 1
3. calculates the probability of a particular event occurring from a set of all possible outcomes.	5	7, 11, 17, 25, 26, 63, 71, 79, 85, 96, 121, 135, 155 Graph Activity: 1, 2, 6 Activity 1
<b>Benchmark MA.E.2.2.2: The student predicts the likelihood of simple events occurring.</b>		
1. identifies and records using common fractions, the possible outcomes of simple experiments using concrete materials (for example, spinners, number cubes, coin toss).	5	145, 151 Graph Activity 1, 2, 6
2. determines and predicts which outcomes are likely to occur and expresses those expected outcomes as fractions.	5	145, 151
3. conducts experiments to test predictions.	5	145, 151 Activity 1
<b>Standard 3:</b> <b>The student uses statistical methods to make inferences and valid arguments about real-world situations.</b>		
<b>Benchmark MA.E.3.2.1: The student designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs.</b>		
1. designs a class survey to collect data.		Graph Activity 1, 2, 3, 4, 5, 6
2. creates an appropriate graph to display data (for example, pictographs, bar graphs, line graphs, circle graphs).		Graph Activity 1, 2, 3, 4, 5, 6



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3. determines appropriate statistical measures for data (range, mean, median, mode).		Graph Activity 1, 2, 3, 4, 5, 6
4. explains the results using statistics (range and measures of central tendency).		Graph Activity 1, 2, 3, 4, 5, 6
<b>Benchmark MA.E.3.2.2: The student uses statistical data about life situations to make predictions and justifies reasoning.</b>		
1. uses statistical data to identify trends.	*80	Graph Activity 1, 2, 3, 4, 5, 6
2. applies statistical data to make generalizations.	*80	Graph Activity 1, 2, 3, 4, 5, 6
3. justifies and explains generalizations.	*80 Deductive Reasoning: 4	Graph Activity 1, 2, 3, 4, 5, 6 Deductive Reasoning: Activity 1, 2

\* Gives opportunity