

# Mini-Map for M.EE.4.G.1 Subject: Mathematics

Geometry (G) Grade: 4

## **Learning Outcome**

DLM Essential Element	Grade-Level Standard
M.EE.4.G.1 Recognize parallel lines and intersecting lines.	M.4.G.1 Draw points, lines, line segments, rays, angles (right,
	acute, obtuse), and perpendicular and parallel lines. Identify
	these in two-dimensional figures.

## **Linkage Level Descriptions**

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Recognize attributes or	Recognize a point as a	Recognize a line as a	Recognize intersecting	Recognize
characteristics of an	precise location on a	straight line that	lines or line segments	perpendicular lines or
object, such as color,	plane or in space,	extends infinitely in two	as those that have at	line segments as those
orientation, length,	usually represented by	directions, and	least one point in	that intersect each
width, and weight.	a dot.	recognize a line	common, and recognize	other at a 90-degree
		segment as a part of a	parallel lines or line	angle. Recognize
		line with two end	segments as those that	parallel line segments in
		points.	are equal distance	a two-dimensional
			apart.	figure such as a square
				or rectangle (e.g.,
				opposite sides of a
				square or rectangle are
				parallel).

### Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

#### How is the Initial Precursor related to the Target?

Being able to recognize parallel and intersecting lines requires a student to notice what is new. The educator draws the student's attention to new objects or stimuli, labels them, and the student observes, feels, or otherwise interacts with it. While the student interacts with the object, the educator can describe its various attributes, including lines, line segments, and points. Educators should use these words when defining and demonstrating their meanings. While students do not need to use the words, they do need to understand the meanings.

#### How is the Distal Precursor related to the Target?

As the students' attention to objects increases, the educator will provide multiple objects and tactuals, helping the student explore them and guiding the student using hand-under-hand to draw their attention to where line segments begin and end. While teaching intersecting lines/line segments and parallel lines/line segments, the educator can ask the student at the Distal Precursor level to identify where the line starts or begins.

#### **Instructional Resources**

#### **Released Testlets**

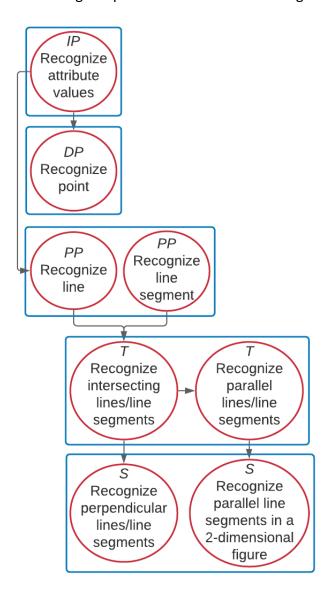
See the **Guide to Practice Activities and Released Testlets**.

#### **Using Untested (UN) Nodes**

See the document Using Mini-Maps to Plan Instruction.

## **Link to Text-Only Map**

M.EE.4.G.1 Recognize parallel lines and intersecting lines.



Map Key			
IP	Initial Precursor		
DP	Distal Precursor		
PP	<b>Proximal Precursor</b>		
Т	Target		
S	Successor		
UN	Untested		
<b>Boxes</b> indicate tested nodes			