

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 characteristics of an object, such as color, orientation, length, width, and weight.	Recognize a point as a precise location on a plane or in space, usually represented by a dot.	Recognize a line as a straight line that extends infinitely in two directions, and recognize a line segment as a part of a line with two end points.	Recognize intersecting lines or line segments as those that have at least one point in common, and recognize parallel lines or line segments as those that are equal distance apart.	Recognize perpendicular lines or line segments as those that intersect each other at a 90-degree angle. Recognize parallel line segments in a two-dimensional 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?

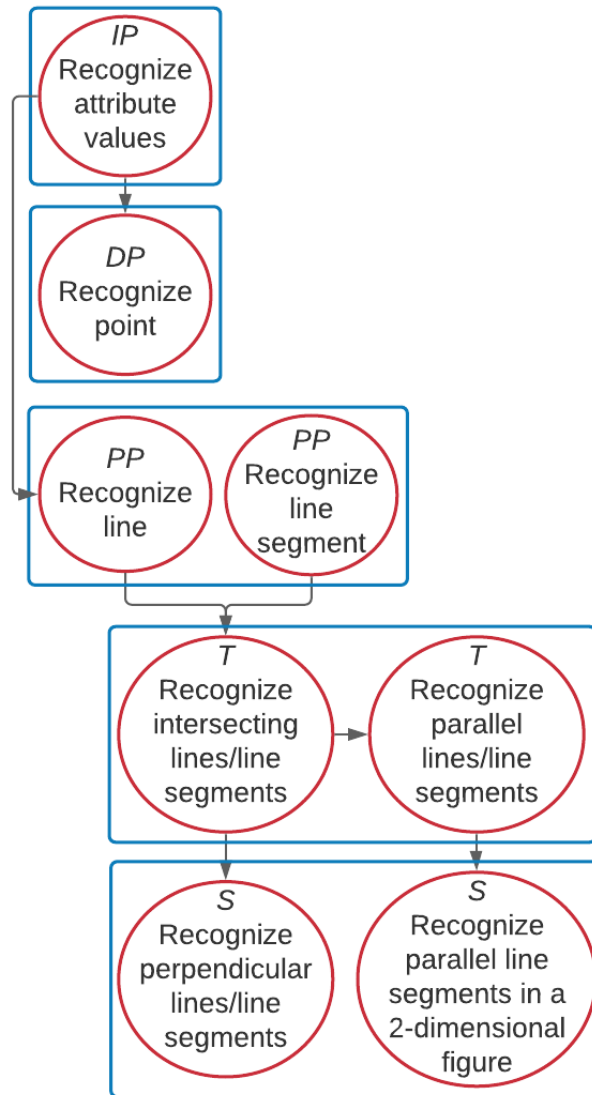
As the students' attention to objects increases, the educator will provide multiple objects and tactuals, helping the student explore them and guiding the student using hand-under-hand to draw their attention to where line segments begin and end. While teaching intersecting lines/line segments and parallel 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	Proximal Precursor
T	Target
S	Successor
UN	Untested
Boxes indicate tested nodes	