

A photograph of a classroom with two wooden desks. Each desk has a black top and a white sheet of paper with a pencil resting on it. In the background, there is a whiteboard and a wooden cabinet with colorful supplies. A red abacus is visible on the left side of the frame.

**DRAFT New Louisiana
Standards for 2016-2017
Correlation to *Eureka Math***

Grade 4
April 2016
Draft

**EUREKA
MATH™**

Grade 4 Mathematics

The majority of the Grade 4 Louisiana Standards for Mathematics are fully covered by the Grade 4 *Eureka Math* curriculum. The primary area where the Grade 4 Louisiana Standards for Mathematics and *Eureka Math* do not align is in the domain of Measurement and Data. Standards from this domain will require use of *Eureka Math* content from Grade 3 and Grade 5. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, *Eureka Math* can ensure students are successful in achieving the proficiencies of the Louisiana Standards for Mathematics while benefiting from the coherence and rigor of *Eureka Math*.

Indicators

-  Green indicates that the Louisiana standard is fully addressed in *Eureka Math*.
-  Yellow indicates that the Louisiana standard may not be completely addressed in *Eureka Math*.
-  Red indicates that the Louisiana standard is not addressed in *Eureka Math*.
-  Blue indicates there is a discrepancy between the grade level at which this standard is addressed in the Louisiana standards and in *Eureka Math*.

Standards for Mathematical Practice

Aligned Components of *Eureka Math*

1. Make sense of problems and persevere in solving them.

In fourth grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Fourth graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.

Lessons in every module engage students in making sense of problems and persevering in solving them as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 1, which is specifically addressed in the following modules:

- G4 M1: Place Value, Rounding, and Algorithms for Addition and Subtraction
- G4 M2: Unit Conversions and Problem Solving with Metric Measurement

2. Reason abstractly and quantitatively.

Fourth graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts.

Lessons in every module engage students in reasoning abstractly and quantitatively as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 2, which is specifically addressed in the following modules:

- G4 M1: Place Value, Rounding, and Algorithms for Addition and Subtraction
- G4 M3: Multi-Digit Multiplication and Division
- G4 M4: Angle Measure and Plane Figures
- G4 M5: Fraction Equivalence, Ordering, and Operations
- G4 M6: Decimal Fractions
- G4 M7: Exploring Measurement with Multiplication

Standards for Mathematical Practice

Aligned Components of *Eureka Math*

3. Construct viable arguments and critique the reasoning of others.

In fourth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking.

Lessons in every module engage students in constructing viable arguments and critiquing the reasoning of others as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 3, which is specifically addressed in the following modules:

- G4 M1: Place Value, Rounding, and Algorithms for Addition and Subtraction
- G4 M4: Angle Measure and Plane Figures
- G4 M5: Fraction Equivalence, Ordering, and Operations
- G4 M7: Exploring Measurement with Multiplication

4. Model with mathematics.

Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed. Fourth graders should evaluate their results in the context of the situation and reflect on whether the results make sense.

Lessons in every module engage students in modeling with mathematics as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 4, which is specifically addressed in the following modules:

- G4 M3: Multi-Digit Multiplication and Division
- G4 M5: Fraction Equivalence, Ordering, and Operations
- G4 M6: Decimal Fractions

5. Use appropriate tools strategically.

Fourth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper or a number line to represent and compare decimals and protractors to measure angles. They use other measurement tools to understand the relative size of units within a system and express measurements given in larger units in terms of smaller units.

Lessons in every module engage students in using appropriate tools strategically as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 5, which is specifically addressed in the following modules:

- G4 M1: Place Value, Rounding, and Algorithms for Addition and Subtraction
- G4 M3: Multi-Digit Multiplication and Division
- G4 M4: Angle Measure and Plane Figures

Standards for Mathematical Practice

Aligned Components of *Eureka Math*

6. Attend to precision.

As fourth graders develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and in their own reasoning. They are careful about specifying units of measure and state the meaning of the symbols they choose. For instance, they use appropriate labels when creating a line plot.

Lessons in every module engage students in attending to precision as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 6, which is specifically addressed in the following modules:

- G4 M1: Place Value, Rounding, and Algorithms for Addition and Subtraction
- G4 M4: Angle Measure and Plane Figures
- G4 M6: Decimal Fractions

7. Look for and make use of structure.

In fourth grade, students look closely to discover a pattern or structure. For instance, students use properties of operations to explain calculations (partial products model). They relate representations of counting problems such as tree diagrams and arrays to the multiplication principal of counting. They generate number or shape patterns that follow a given rule.

Lessons in every module engage students in looking for and making use of structure as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 7, which is specifically addressed in the following modules:

- G4 M2: Unit Conversions and Problem Solving with Metric Measurement
- G4 M5: Fraction Equivalence, Ordering, and Operations
- G4 M7: Exploring Measurement with Multiplication

8. Look for and express regularity in repeated reasoning.

Students in fourth grade should notice repetitive actions in computation to make generalizations. Students use models to explain calculations and understand how algorithms work. They also use models to examine patterns and generate their own algorithms. For example, students use visual fraction models to write equivalent fractions.

Lessons in every module engage students in looking for and expressing regularity in repeated reasoning as required by this standard. This standard is analogous to the CCSSM Standard for Mathematical Practice 8, which is specifically addressed in the following modules:

- G4 M2: Unit Conversions and Problem Solving with Metric Measurement
- G4 M3: Multi-Digit Multiplication and Division
- G4 M6: Decimal Fractions
- G4 M7: Exploring Measurement with Multiplication

Domain	Standards	Aligned Components of <i>Eureka Math</i>
Operations and Algebraic Thinking	Cluster A: Use the four operations with whole numbers to solve problems.	
	4.OA.A.1 Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, 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.	G4 M1 Topic A: Place Value of Multi-Digit Whole Numbers G4 M3: Multi-Digit Multiplication and Division
	4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and/or equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison (Example: 6 times as many vs. 6 more than).	G4 M1 Topic A: Place Value of Multi-Digit Whole Numbers G4 M3: Multi-Digit Multiplication Division
4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. <i>Example: Twenty-five people are going to the movies. Four people fit in each car. How many cars are needed to get all 25 people to the theater at the same time?</i>	G4 M1: Place Value, Rounding, and Algorithms for Addition and Subtraction G4 M3: Multi-Digit Multiplication and Division Note: Grade 4 students solve multi-step word problems involving the four operations, representing the unknown with a letter. <i>Eureka Math</i> embeds significant practice with this skill within all Grade 4 modules. The Grade 4 modules listed above explicitly lay the foundation.	

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	Cluster B: Gain familiarity with factors and multiples.	
	4.OA.B.4 Using whole numbers in the range 1–100	
	a. Find all factor pairs for a given whole number.	G4 M3 Topic F: Reasoning with Divisibility
	b. Recognize that a given whole number is a multiple of each of its factors.	G4 M3 Topic F: Reasoning with Divisibility
	c. Determine whether a given whole number is a multiple of a given one-digit number.	G4 M3 Topic F: Reasoning with Divisibility
	d. Determine whether a given whole number is prime or composite.	G4 M3 Topic F: Reasoning with Divisibility
	Cluster C: Generate and analyze patterns.	
	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. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>	G4 M3 Topic B: Multiplication by 10, 100, and 1,000 G4 M3 Topic F: Reasoning with Divisibility G4 M5 Topic H: Exploring a Fraction Pattern G4 M7 Topic A: Measurement Conversion Tables

Domain	Standards	Aligned Components of Eureka Math
Number and Operations in Base 10	Cluster A: Generalize place value understanding for multi-digit whole numbers.	
	4.NBT.A.1 Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in the place to its right. <i>Examples: (1) recognize that $700 \div 70 = 10$; (2) in the number 7,246, the 2 represents 200, but in the number 7,426 the 2 represents 20, recognizing that 200 is ten times as large as 20, by applying concepts of place value and division.</i>	G4 M1 Topic A: Place Value of Multi-Digit Whole Numbers G4 M3: Multi-Digit Multiplication and Division
	4.NBT.A.2 Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	G4 M1: Place Value, Rounding, and Algorithms for Addition and Subtraction
	4.NBT.A.3 Use place value understanding to round multi-digit whole numbers, less than or equal to 1,000,000, to any place.	G4 M1 Topic C: Rounding Multi-Digit Whole Numbers
	Cluster B: Use place value understanding and properties of operations to perform multi-digit arithmetic.	
	4.NBT.B.4 Fluently add and subtract multi-digit whole numbers with sums less than or equal to 1,000,000, using the standard algorithm.	G4 M1: Place Value, Rounding, and Algorithms for Addition and Subtraction

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	G4 M3: Multi-Digit Multiplication and Division
	<p>4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	G4 M3: Multi-Digit Multiplication and Division
Number and Operations—Fractions	<p>Cluster A: Extend understanding of fraction equivalence and ordering.</p>	
	<p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	G4 M5: Fraction Equivalence, Ordering, and Operations

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	<p>G4 M5 Topic C: Fraction Comparison</p> <p>G4 M5 Lesson 26: Compare fractions greater than 1 by reasoning using benchmark fractions.</p> <p>G4 M5 Lesson 27: Compare fractions greater than 1 by creating common numerators or denominators.</p>
	<p>Cluster B: Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p>	
	<p>4.NF.B.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	
	<p>a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole (Example: $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$).</p>	<p>G4 M5 Topic A: Decomposition and Fraction Equivalence</p> <p>G4 M5 Topic D: Fraction Addition and Subtraction</p> <p>G4 M5 Topic E: Extending Fraction Equivalence to Fractions Greater Than 1</p>
	<p>b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples:</i> $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.</p>	<p>G4 M5 Topic A: Decomposition and Fraction Equivalence</p> <p>G4 M5 Topic B: Fraction Equivalence Using Multiplication and Division</p> <p>G4 M5 Topic E: Extending Fraction Equivalence to Fractions Greater Than 1</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</p>	<p>G4 M5 Topic E: Extending Fraction Equivalence to Fractions Greater Than 1</p> <p>G4 M5 Topic F: Addition and Subtraction of Fractions by Decomposition</p>
	<p>d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</p>	<p>G4 M5 Topic D: Fraction Addition and Subtraction</p> <p>G4 M5 Topic E: Extending Fraction Equivalence to Fractions Greater Than 1</p>
	<p>4.NF.B.4 Multiply a fraction by a whole number. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</p>	
	<p>a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</p>	<p>G4 M5 Topic A: Decomposition and Fraction Equivalence</p> <p>G4 M5 Topic E: Extending Fraction Equivalence to Fractions Greater Than 1</p> <p>G4 M5 Topic G: Repeated Addition of Fractions as Multiplication</p>
	<p>b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</p>	<p>G4 M5 Topic E: Extending Fraction Equivalence to Fractions Greater Than 1</p> <p>G4 M5 Topic G: Repeated Addition of Fractions as Multiplication</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p>	<p>G4 M5 Topic E: Extending Fraction Equivalence to Fractions Greater Than 1</p> <p>G4 M5 Topic G: Repeated Addition of Fractions as Multiplication</p>
<p>Cluster C: Understand decimal notation for fractions, and compare decimal fractions.</p>		
	<p>4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. <i>For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</i></p>	<p>G4 M6 Topic B: Tenths and Hundredths</p> <p>G4 M6 Topic D: Addition with Tenths and Hundredths</p>
	<p>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite $\frac{62}{100}$ as 0.62; describe a length as 0.62 meters; locate 0.62 on a number line diagram; represent $\frac{62}{100}$ of a dollar as \$0.62.</i></p>	<p>G4 M6: Decimal Fractions</p>
	<p>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p>	<p>G4 M6 Topic C: Decimal Comparison</p>

Domain	Standards	Aligned Components of <i>Eureka Math</i>
Measurement and Data	<p>Cluster A: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit</p>	
	<p>4.MD.A.1 Know relative sizes of measurement units within one system of units, including ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. (Conversions are limited to one step conversions.) <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),</i></p>	<p>G4 M2: Unit Conversions and Problem Solving with Metric Measurement</p> <p>G4 M7: Exploring Measurement with Multiplication</p> <p>Note: <i>Eureka Math</i> extends work beyond this standard, giving Grade 4 students practice exploring two-step conversions, as well.</p>
	<p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p>G4 M2: Unit Conversions and Problem Solving with Metric Measurement</p> <p>G4 M5: Fraction Equivalence, Ordering, and Operations</p> <p>G4 M6 Topic E: Money Amounts as Decimal Numbers</p> <p>G4 M7: Exploring Measurement with Multiplication</p> <p>G5 M4: Multiplication and Division of Fractions and Decimal Fractions</p> <p>Note: Consider extending Grade 4 lessons to include multiplying a fraction by a fraction using Grade 5 Module 4.</p>
	<p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p>	<p>G4 M3 Topic A: Multiplicative Comparison Word Problems</p> <p>G4 M7 Lessons 15–16: Create and determine the area of composite figures.</p>

Domain	Standards	Aligned Components of Eureka Math
	Cluster B: Represent and Interpret Data.	
	4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2, 1/4, 1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</i>	G4 M5 Lesson 28: Solve word problems with line plots. G4 M5 Lesson 40: Solve word problems involving the multiplication of a whole number and a fraction including those involving line plots.
	Cluster C: Geometric measurement: understand concepts of angle and measure angles.	
	4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	
	a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where two rays intersect the circle.	G4 M4 Topic A: Lines and Angles G4 M4 Topic B: Angle Measurement
	b. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.	G4 M4 Topic B: Angle Measurement
	c. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	G4 M4 Topic B: Angle Measurement
	4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	G4 M4 Topic B: Angle Measurement

Domain	Standards	Aligned Components of <i>Eureka Math</i>
	<p>4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a letter for the unknown angle measure.</p>	G4 M4 Topic C: Problem Solving with the Addition of Angle Measures
	<p>Cluster D: Relate area to operations of multiplication and addition.</p>	
	<p>4.MD.D.8 Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.</p>	<p>G3 M4 Topic C: Arithmetic Properties Using Area Models G3 M4 Topic D: Applications of Area Using Side Lengths of Figures</p> <p>Note: <i>Eureka Math</i> offers practice to fulfill this standard in the above Grade 3 topics. In Grade 5, students extend this understanding to recognize volume as additive, as well.</p>
Geometry	<p>Cluster A: Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p>	
	<p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	G4 M4: Angle Measure and Plane Figures
	<p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>	G4 M4 Topic D: Two-Dimensional Figures and Symmetry

Domain**Standards****Aligned Components of *Eureka Math***

	<p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	G4 M4 Topic D: Two-Dimensional Figures and Symmetry
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