Math- 4th Grade

Common Core Standards:

**Operations and Algebraic Thinking 4.OA**
- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

**Number and Operations in Base Ten 4.NBT**
- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

**Number and Operations—Fractions 4.NF**
- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- Understand decimal notation for fractions, and compare decimal fractions.

**Measurement and Data 4.MD**
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

**Geometry 4.G**
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
MATH COMMON CORE STATE STANDARDS FOURTH GRADE OVERVIEW

Operations and Algebraic Thinking 4.OA

Use the four operations with whole numbers to solve problems.
1. Interpret a multiplication equation as a comparison, 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. Represent verbal statements of multiplicative comparisons as multiplication equations.
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
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.

Gain familiarity with factors and multiples.
4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Generate and analyze patterns.
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.
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.

Number and Operations in Base Ten 4.NBT

(Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)

Generalize place value understanding for multi-digit whole numbers.
1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
2. Read and write multi-digit whole numbers 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.
3. Use place value understanding to round multi-digit whole numbers to any place.

**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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.

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.

**Number and Operations—Fractions 4.NF**

(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)

(Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.)

**Extend understanding of fraction equivalence and ordering.**

1. Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models, with attention to how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

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 ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols greater than, less than or equal to and justify the conclusions, e.g., by using visual fractions model.

**Build fractions from unit fractions.**

3. Understand a fraction a/b with a greater than 1 as a sum of fractions 1/b.

   a. Understand addition and subtractions of fractions as joining and separating parts referring to the same whole.

   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. *Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 2/8 + 1/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8*

   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.

   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.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
   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 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4).
   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 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.)
   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 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?

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. For example, express 3/10 as 30/100, and add 3/10 + 4/10 = 34/100.

6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

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 greater than, equal to, less than and justify the conclusion, e.g., by using a visual model.

Measurement and Data 4.MD
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
1. Know relative sizes of measurement units within one system of units including 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. Record measurement equivalents in a two column table. 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)...
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects and money, including problems involving simple fractions or decimals, 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.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 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.

Represent and interpret data.
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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
Geometric measurement: understand concepts of angle and measure angles.
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 the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles.
   b. An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
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 symbol for the unknown angle measure.

Geometry 4.G.A
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
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.
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.
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COURSE OVERVIEW

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The City of Burlington Public Schools have adopted and implemented the Common Core State Standards as the cornerstone of the curriculum. Areas of study within the Math department are designed to be rigorous, college-preparatory courses in which students will be exposed to a variety of literature, literary nonfiction, writing techniques, presentation styles, and communication skills.

The curriculum guide has been generated to not only help students achieve the Common Core State Standards, but to ensure that students will be prepared for college and career opportunities following high school graduation.

Primary Resource(s)

Textbook
Title: Scott Foresman-Addison Wesley enVision Math

Publisher: Pearson Education, Inc.

Copyright: 2012

Series Title If Applicable:

Supplemental/Other
## Scope and Sequence

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<tr>
<th>Unit Title and Description</th>
<th>Common Core Standard(s) Domain &amp; Standard</th>
<th>Pacing (must equal 165 days for full-year or 83 days for half-year course)</th>
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Health/PE Teacher will call out a multiplication problem and students will do the amount of jumping jacks, push-ups, squats, etc. to represent the product.  
English Language Arts On a large blank index card have students write the labels Commutative Property of Multiplication, Identity property of Multiplication, Zero Property of Multiplication, and Distributive Property. Under each label, have them write an example, and then tell the meaning in their own words.  
Social Studies Teacher should provide a MPH and trip’s total distance. A follow-up activity could be to map out the trip’s route to include a map scale.  
World Language Students will recite Topic 1 vocabulary in Spanish. |
| Topic 2: Generate and Analyze Patterns | 4.OA.C.5 | 6 Lessons (7 Days) | Topic 2 Test | Visual & Performing Arts Students will create their pattern of choice (numbers, geometric shapes, letters, etc.) They will illustrate their pattern for display. Students can swap patterns and try to figure out the pattern their peer has chosen.  
Health/PE Students will engage in a Step Aerobics lesson where they have to anticipate then execute the repeated pattern of steps in the routine.  
English Language Arts Students will write a haiku poem following the pattern: 5 syllables, 7 syllables, 5 syllables.  
Science Students Students will conduct an at home experiment on their sleeping pattern. They will collect data on the time they go to sleep and the time they wake up from Monday through Friday. Once all the data is collected they will make a whole class bar graph representing the hours of sleep they receive. An extension to this activity can be a discussion about the variables surrounding their hours of sleep (too much sugar, a lot of homework, no homework, etc.) You can also discuss the recommended amount of sleep for children their age and the importance of sleep.  
Social Studies Students can create a timeline on any historical topic that has a repeated pattern of significant events. Students can research the topic on the Internet and create a visual representation that they can present to the class. This can be done using flexible grouping. Suggested that teacher provides the historical time |
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<th>Topic 3: Place Value</th>
<th>Topic 3: Number and Operations in Base Ten 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3</th>
<th>6 Lessons (7 Days)</th>
<th>Topic 3 Test</th>
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<tr>
<td>period/event</td>
<td>World Language Students will learn Topic Vocabulary in Italian.</td>
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<tr>
<td>Visual &amp; Performing Arts Make labels for place values up to the ten thousands place (preferably on colorful, bright paper or cardstock) Place them around the room. Say a number like 3,456. Then say “What is the value of the 5 in the number 3,456?” Students will walk to the appropriate label. Repeat.</td>
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<td>Health/PE Attach a number to each student’s body. Have large pieces of poster board on the floor labeled with place values up to the ten thousands place. Call out a number and have students run to the appropriate spot that their number represents.</td>
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<tr>
<td>English Language Arts Teacher will read the book “How Much Is a Million?” by David Schwartz. As you read periodically stop and have a discussion about the concepts pointed out in the literature. Give examples for the comparisons that David Schwartz incorporates in his book. The book says it would take 10 miles of a page of stars, to show a billion stars. Give an example by using Google Earth to map out a distance from school to a frequented location 10 miles from school to help students visualize this amount.</td>
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<td>Science Students will collect data of classmates’ body weights to the nearest tenth. (This can be done in the Nurse’s office). Once data is collected students can order the body weights from least to greatest. An extension activity can be finding the mean, median, mode, and range of the collected data.</td>
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<td>Social Studies Teacher will provide students a list of historical landmarks. Students will research the landmarks, finding their heights. Once students have all the heights, they will put them in order from least to greatest. An extension activity can be to compare the different heights using &lt;, &gt;, and =.</td>
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<td>World Language Students will learn numbers 1-20 in Spanish.</td>
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<td>Visual &amp; Performing Arts Fill a jar with approximately 200 marbles, jelly beans, etc. Have students estimate how many of the particular item is in the jar. Students can share the different strategies they used for their estimates.</td>
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<td>Health/PE Pull out one section of the bleachers and have one class sit in the section. Using the same concept talk about the High School’s football field, the auditorium, cafeteria, etc.</td>
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<td>English Language Arts Read the book “Betcha” by Stuart J. Murphy. After each page discuss the pictures. Have students brainstorm what strategies were used throughout the book to make estimates. Make a list of them to add to their Interactive Notebook.</td>
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<td>Science Students investigate environmental issues using estimation. One possible activity is for them to estimate how many gallons of water are used for various activities each week in their home.</td>
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<tr>
<td>Environmental and Occupational Health</td>
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</table>
| Topic 5: Number Sense: Multiplying by 1-Digit Numbers | Topic 6: Developing Fluency: Multiplying by 1-Digit Numbers | 6 Lessons (7 Days) | Topic 5 Test | Sciences Institute, Healthy Environment - Healthy Me, Exploring Water Pollution Issues: Fourth Grade, New Jersey: Rutgers University, 1991. Students discuss possible reasons for differences among their estimates, and they compute the class total for the number of gallons consumed during that week. **Social Studies** Students can make a T-Chart. Left side will be the Country’s Name and the right side will be the Total Square Miles. Students will find the Total Square Miles from the internet. Pose questions to follow-up the research. Acceptable questions may include: What is the Total Square Miles for X country rounded to the nearest hundred-thousand? **Visual & Performing Arts** Students use base-ten blocks to build a structure. Once the structure is complete, students will calculate the worth of the structure and record the amount on a premade recording sheet. **Health/PE** Students will go out onto the football field. Teachers will discuss the length of the field and that it is broken up into 10 yd increments. Students will run 10 yd at a time, calculating the total distance covered. **English Language Arts** Read “The Math Curse” by Jon Scieszka, periodically stopping to discuss the different possible strategies to solve the posed problems. As an extension activity students will publish their own “Math Curse” books. **Science** Students can research the growth rate of the types of trees we have in New Jersey on the internet. Pose questions about the height of the trees after specific amounts of time. e.g., Eucalyptus trees grow about 11 feet per year. How tall would a eucalyptus tree be after 8 years? **Social Studies** Have students look up the population for five cities in the United States. Students can find this on the internet or in an almanac. Students can order the populations from least to greatest in a place value chart. **World Language** Students will learn topic vocabulary in language of choice. **Visual & Performing Arts** Students make and keep a 24-hour diary recording all of the ways they use or see others use numbers. They pool all of these uses of numbers and classify them into categories that they design. **Health/PE** Students record their time for running a mile. If they ran an eight minute mile, how long would it take them to run four miles? Six miles? Eight miles? **English Language Arts** Read Anno’s Mysterious Multiplying Jar by Masaichiro and Mitsumasa Anno. Ask the students to estimate how many jars are in all the boxes combined. Have students take notes in their Interactive Notebooks as you conduct your second read. Compare the estimates to the actual answers. **Science** Students will research the rate of growth for at least three
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<th>Topic 7 Test</th>
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**Social Studies** Students will research camping at a national park. Using online resources have groups research the camping entrance fees for at least three different camping sites, in three different parks. Have them calculate a seven day stay at each park.

**World Language** Students will learn the topic vocabulary in language of choice.

**Visual & Performing Arts** Students will use unifix cubes to model given multiplications problems.

**Health/PE** Students will be in groups of two. Partner A will call out a multiplication problem and an exercise that Partner B will do to represent the product (jumping jacks, push ups, etc.)

**English Language Arts** Teacher will use the book “Each Orange had Eight Slices” by Paul Giganti, Jr. Do a picture walk with students and record predictions on the board. Read the book. After reading the book, students will complete the activity page in the back of the book.

**Science** Read the book “Counting on Frank” by Rod Clement. Make groups of three or four and have students answer questions such as: How big is the average humpback whale? If you placed a whale in a box, how big would the box have to be?

**Social Studies** Students will research the River line fees for a round trip ticket to Camden (adult). Students will also research the number of seats a train has. Pose problems such as: How much money on ticket sales would be made if all seats were full?

**World Language** Students will learn the topic vocabulary in language of choice.

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<th>Topic 8: Developing Fluency: Multiplying by 2-Digit Numbers</th>
<th>Topic 8: Number and Operations in Base Ten 4.NBT.. 5, 4.OA.A.3</th>
<th>5 Lessons (6 Days)</th>
<th>Topic 8 Test</th>
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**Visual & Performing Arts** Students will act out multiplication sentences.

**Health/PE** Set up multiplication stations. Each station has a multiplication problem that students have to solve. After they solve the problem they have to jump rope for the amount of seconds that represent the product.

**English Language Arts** “Ten Times Better” by Richard Michelson

**Science** Students research roller coasters that can be found at Six Flags. Students need to find out how many rows of how many people can fit on each one and compare the numbers.

**Social Studies** Students will research the Cape May Lewis Ferry. They will find out how many cars can fit at a time and if the ferry made x number of trips how many cars would it carry.

**World Language** Students will learn the topic vocabulary in language of choice.
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<td><strong>Topic 9: Number Sense:</strong> Dividing by 1-Digit Divisors</td>
<td>Topic 9: Number and Operations in Base Ten 4.NBT.B.5, 4.NBT.B.6, 4.OA.A.2, 4.OA.A.3</td>
<td>6 Lessons (7 Days)</td>
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<td>Visual &amp; Performing Arts Using base-ten blocks as a guide have students draw division problems. So if they were given 8/4 they would draw 8 cubes then draw them broken up into 4 groups of 2.</td>
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<td><strong>Topic 10: Developing Fluency: Dividing by 1 Digit Divisors</strong></td>
<td>Topic 10: Number and Operations in Base Ten 4.NBT.A.1, 4.NBT.B.5, 4.NBT.B.6, 4.OA.A.3</td>
<td>8 Lessons (7 Days)</td>
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<td>Health/PE Have students gather in the center of the gymnasium floor. Call out a division problem such as 24/8. Students then have to break up into 6 groups of 4 to represent the quotient.</td>
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<td>8 Lessons (7 Days)</td>
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<td>English Language Arts “A Remainder of One” by Elinor Princzes</td>
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**Visual & Performing Arts** Students will make up their own division song, to a beat such as *Twinkle, Twinkle, Little Star.*

**Health/PE** Students will break up in groups of 3 with a basketball and hoop. Teacher will mark off 5 designated areas at each hoop. Students will take 10 shots from each position and record their made shots. Once complete students will calculate their individual mean, median, and mode at each position. Then calculate the same for their group.

**English Language Arts** “The Grapes of Math” by Greg Tang

**Social Studies** Students will map out a trip from Burlington to Disney World (Orlando, Florida). They will find out the total amount of miles and speed limits on the highways traveled. They will make rate tables labeled total miles traveled, and speed/MPH. Student will figure out the total hours it will take them to get from Burlington to Disney.

**World Language** Students will learn the topic vocabulary in language of choice.

**Visual & Performing Arts** Students will pantomime fractions parts while other group members guess the fraction.

**Health/PE** Have gym equipment such as: balls, hula hoops, cones, etc. in middle of gymnasium floor. Ask students what ½, ¼, etc. would look like. Students would pull apart whatever objects you used into the correct fractional part.
| --- | --- | --- |

**English Language Arts** “Apple Fractions,” by Jerry Pollotta.  
**Science** Students make a Vertebrate Pie Graph representing the relative number of species for each group of vertebrates. Then have students write the fraction that represents each group of species.  
**Social Studies** Have students research the 50 state flags and either print out a picture or sketch a picture of each flag. Have students write a fraction of state flags that have stars.  
**World Language** Students will learn the topic vocabulary in language of choice.  
**Visual & Performing Arts** Using construction paper, cardstock or plain white paper students will make fractions strips as a manipulative to use for this Topic.  
**Health/PE** Have students congregate in the middle of the gymnasium floor. Ask them to break themselves up into fourths, eighths, half, thirds, etc.  
**English Language Arts** “If You Hopped Like a Frog,” by David Schwartz.  
**Science** Break students into three groups. Have each group member research a different animal that can be found on or around Shell Island, Florida. Have students present an oral report about their animals and then have the class vote for their favorite animal. Groups should summarize the voting for their animals by using fractions with denominators that represent the number of students voting.  
**World Language** Students will learn the topic vocabulary in language of choice.  
**Visual & Performing Arts** Have students trace, cut out and color pattern block strips. Then pose questions such as: How many triangles are in a trapezoid?  
**English Language Arts** “Piece=Part=Portion: Fractions=Decimals=Percents,” by Scott Gilford.  
**Social Studies** Using online resources have students research different car racetracks in the United States. Have them create a poster with a number line showing the distances around at least six of the tracks. Ask students to label their number lines with fractions and decimals.  
**World Language** Students will learn the topic vocabulary in language of choice.  
**Visual & Performing Arts** Have students make measuring manipulatives using household items such as milk cartons, drinking cups, etc.  
**Health/PE** Allow students to measure the basketball court and football field. Talk about the different units of measurement and why we measure football fields in yards instead of inches.  
**English Language Arts** “Fannie in the Kitchen: The Whole Story from Soup to Nuts of How Fannie Farmer Invented Recipes with Precise Measurements”  
**Science** Conduct an experiment where students collect outside
### Topic 15: Solving Measurement Problems

**4.MD.A.2, 4.MD.A.3, 4.MD.B.4**

- **5 Lessons (6 Days)**

- **Temperatures for one school week. Have them convert the temperatures from °F to °C.**

| Social Studies | Have students pretend they are a part of a group planning to open a new movie theater. Their job is to design 4 sizes of popcorn bags: child, small, medium, and large. Provide students with large pieces of paper, popcorn, and a cup measures so they can actually construct and decorate each bag. For each bag they must provide the following information: the dimensions of the bag, volume in cubic inches, and the capacity of each bag in ounces. |
| English Language Arts | Students will learn the topic vocabulary in language of choice. |
| Health/PE | Students will make their own money. |
| Visual & Performing Arts | Using cardstock, pencils, crayons and markers students will make their own money. |

### Topic 16: Lines, Angles, and Shapes

**4.G.1, 4.G.2, 4.G.3, 4.MD.5a, 4.MD.5b, 4.MD.6, 4.MD.7**

- **11 Lessons (14 Days)**

- **Social Studies** Have students create a map of 48 contiguous United States. Have students find and draw major highways that form the following figures: Parallel Lines Triangle

| Visual & Performing Arts | Teach students arm movements to represent line, line segment, and ray. **Line** is arms straight out like a flying airplane. **Line Segment** is arms straight out with two balled fists. **Ray** is left arm down at your side and right arm extended like an airplane wing. Teacher can have students stand and call out Line and students will show the arm representation for Line. |
| Health/PE | Use student bodies to make the different types of angles (right, obtuse, acute and straight). |
| English Language Arts | “Gregory and the Magic Line,” by Dawn Pigott. |
| Social Studies | Students will learn the topic vocabulary in language of choice. |
21st Century Skills and Themes

Integration of 21st century skills, themes, and skills in this curriculum include:

- Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
- Learning incorporates skills focusing on financial, economic, business, and entrepreneurial literacy.
- Lessons integrate a focus on civic literacy so that student can better understand the rights and obligations of citizenship.
- Learning advocates for health literacy as a critical component of a healthy lifestyle and the ability to make good health-related decisions.
- Students explore areas that support environmental literacy, including society’s impact on the environment and what can be done to support environmental solutions.
- Lessons, activities, and assessments require creativity and innovation on the part of the students. They are required to create projects and products as examples of mastery in each unit.
- Critical thinking and problem solving skills are a core component of learning and assessment throughout this curriculum. Students are required, in each unit, to advance their learning through all levels of Bloom’s Taxonomy to address the evaluation, synthesis, and creation of products using learning at the highest levels. Problem-solving is a recurring theme in the curriculum as students must seek ways to creatively apply the concepts to solve problems rather than simply remember the material.
- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.
- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.
- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.
- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.
- Activities in the curriculum help develop life and career skills in all students by promoting flexibility and adaptability, requiring initiative and self-direction in the learning process, supporting social and cross-cultural skills in both content and teamwork efforts, and measuring productivity and accountability through independent and group assignment completion.
## Operations and Algebraic Thinking 4.OA

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<tr>
<td>4.OA.A.1</td>
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<td>Interpret a multiplication equation as a comparison, e.g., 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</td>
<td>Topic 1 Lesson 1 SWBAT identify multiplication as repeated addition of equal groups used in arrays and comparisons.</td>
<td>Topic 1 Lesson 1 Students will make arrays to relate repeated addition to multiplication. enVision TE pgs 6A-9B SE pgs. 6-9</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
<td>Utilize various websites, including but not limited to: BrainPop Math Antics NeoK12</td>
<td>Reteaching Worksheets Graphic Organizers Visual Vocabulary Hands-On Activity labs and modeling activities Reading/Writing Math Symbols Graph Paper for long division, arrays, polygons, bar graphs Number Lines to compare/contrast numbers Enrichment Worksheets Differentiated directions for the diverse learners Multimedia lessons</td>
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<td>Topic 1 Lesson 3 SWBAT apply Multiplication properties to simplify computations.</td>
<td>Topic 1 Lesson 3 Students will explore the Zero Property of Multiplication, the Identity Property of Multiplication, and the Commutative Property of Multiplication. enVision TE pgs.12A 13B SE pgs. 12-13</td>
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<td>Topic 1 Lesson 7 SWBAT construct arrays to write and complete multiplication and division fact families.</td>
<td>Topic 1 Lesson 7 Students will use arrays to understand that multiplication and division have an inverse relationship. enVision TE pgs. 24A-25B SE pgs. 24-25</td>
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**Vocabulary**
- Array
- Product
- Factors
- Multiple
- Commutative Property of Multiplication
- Zero Property Of Multiplication
- Identity Property Multiplication
- Distributive Property
- Inverse Operations
- Fact Family

**Math “Do Now” Journal Entries**
- Notebook Activities
- Center Activities
- Pearson Success Lesson Quizzes
- Independent Practice (Classwork)
- Quick Checks

**Assessments: Portfolios, Evaluations, & Rubrics**
- Assessment • Quick Check • Topic Test • Performance Task

**Utilize various websites, including but not limited to:**
- BrainPop
- Math Antics
- NeoK12

**Math Facts Practice:**
- [www.mathfactcafe.com](http://www.mathfactcafe.com)
- [www.multiplication.com](http://www.multiplication.com)
- [www.ixl.org](http://www.ixl.org)
- [www.gamequarium.com/fractions.html](http://www.gamequarium.com/fractions.html)
- [www.mathfactcafe.com](http://www.mathfactcafe.com)
- [http://www.coolmath4kids.com](http://www.coolmath4kids.com)
- [http://www.aamath.com/grade4.htm](http://www.aamath.com/grade4.htm)
- [http://www.funnelbrain.com](http://www.funnelbrain.com)
- [www.funbrain.com](http://www.funbrain.com)

**eTools:**
- [www.pearsonsuccess.net](http://www.pearsonsuccess.net)
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<tr>
<td>4.OA.3</td>
<td>4.OA.3</td>
<td>Solve multistep 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.</td>
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<td><strong>Topic 1 Lesson 10</strong></td>
<td>SWBAT</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
<td><strong>Topic 1</strong> <strong>Vocabulary</strong>&lt;br&gt;• Array&lt;br&gt;• Product&lt;br&gt;• Factors&lt;br&gt;• Multiple&lt;br&gt;• Commutative Property of Multiplication&lt;br&gt;• Zero Property Of Multiplication&lt;br&gt;• Identity Property of Multiplication&lt;br&gt;• Distributive Property&lt;br&gt;• Inverse Operations&lt;br&gt;• Fact Family</td>
<td><strong>Topic 1 Lesson 10</strong> Students will use bar diagrams to write a number sentence. enVision TE pgs. 30A-31B SE pgs. 30-31</td>
<td>Math “Do Now” Journal Entries&lt;br&gt;Notebook Activities&lt;br&gt;Center Activities&lt;br&gt;Pearson Success Lesson Quizzes&lt;br&gt;Independent Practice (Classwork)&lt;br&gt;Quick Checks</td>
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<td><strong>Topic 5 Lesson 6</strong></td>
<td>SWBAT demonstrate their knowledge checking for reasonableness by making sure their calculations answer the questions asked by using estimation to make sure the calculation was performed correctly.</td>
<td><strong>Topic 5 Lesson 6</strong> Students learn how to judge the reasonableness of an answer through multiple examples. enVision TE pgs. 126A-129B SE pgs. 126-129</td>
<td><strong>Topic 5 Lesson 6</strong> Students will use patterns to help choose an operation and write the needed number sentence.</td>
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<td>Math Facts Practice: <a href="http://www.mathfactcafe.com">www.mathfactcafe.com</a>&lt;br&gt;www.multiplication.com&lt;br&gt;www.ixl.org&lt;br&gt;www.multiplication.com&lt;br&gt;www.commoncoremath worksheets.com&lt;br&gt;<a href="http://www.aamath.com/grade4.htm">http://www.aamath.com/grade4.htm</a>&lt;br&gt;<a href="http://www.mathplay.com/Factors-Millionaire/Factors-Millionaire.html">http://www.mathplay.com/Factors-Millionaire/Factors-Millionaire.html</a>&lt;br&gt;<a href="http://www.gamequarium.com/fractions.html">http://www.gamequarium.com/fractions.html</a>&lt;br&gt;www.mathfactcafe.com&lt;br&gt;<a href="http://www.coolmath4kids.com/">http://www.coolmath4kids.com/</a>&lt;br&gt;<a href="http://www.aamath.com/Bg66a_ax1.htm#section2">http://www.aamath.com/Bg66a_ax1.htm#section2</a>&lt;br&gt;www.funbrain.com&lt;br&gt;eTools: <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a> &amp; Reteaching Worksheets&lt;br&gt;Graphic Organizers&lt;br&gt;Visual Vocabulary&lt;br&gt;Hands-On Activity labs and modeling activities&lt;br&gt;Reading/Writing Math Symbols&lt;br&gt;Graph Paper for long division, arrays, polygons, bar graphs&lt;br&gt;Number Lines to compare/contrast numbers&lt;br&gt;Enrichment Worksheets&lt;br&gt;Differentiated directions for the diverse learners&lt;br&gt; Multimedia lessons</td>
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## Operations and Algebraic Thinking 4.OA

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<tr>
<th>Domain &amp; Standard</th>
<th>Student Learning Objectives (SLO)</th>
<th>Leveled Materials and Media/School Library Resources</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Assessments: Portfolios, Evaluations, &amp; Rubrics</th>
<th>Multimedia Integration</th>
<th>Accommodation of Special Needs Students (SE, ELL, 504, G&amp;T)</th>
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<tbody>
<tr>
<td>4.OA.B.4</td>
<td>Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.</td>
<td>Topic 1 Lesson 4 SWBAT apply the Distributive Property to find products of the factors of 3, 4, 6, 7, and 8 by breaking apart problems into simpler problems.</td>
<td>Topic 1 Lesson 4 Students will use grids and the Distributive Property to break apart a problem into simpler parts. enVision TE pgs. 14A-17B SE pgs. 14-17</td>
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## Topic 11 Lesson 1
- **Topic 11 Lesson 1 SWBAT factor whole numbers.**
- **Topic 11 Lesson 2 SWBAT identify prime and composite numbers.**
- **Topic 11 Lesson 3 SWBAT find a multiple of a number.**

## Suggested Student Output
- Math “Do Now” Journal Entries
- Notebook Activities
- Center Activities
- Pearson Success Lesson Quizzes
- Independent Practice (Classwork)
- Quick Checks

## Assessments
- Quick Check
- Topic Test
- Performance Task

## Multimedia Integration
- Utilize various websites, including but not limited to:
  - BrainPop Math Antics NeoK12
  - Math Facts Practice: [www.mathfact cafe.com](http://www.mathfact cafe.com)
  - [www.multiplication com](http://www.multiplication com)
  - [www.ixl.org](http://www.ixl.org)
  - [www.multiplication com](http://www.multiplication com)
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  - [http://www.aamath.com /grade4.htm](http://www.aamath.com /grade4.htm)
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  - [http://www.aamath.co m/B/g66a_ax1.htm#section2](http://www.aamath.com/B/g66a_ax1.htm#section2)
  - [www.funbrain.com](http://www.funbrain.com)
# Operations and Algebraic Thinking 4.OA

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<tr>
<td>4.OA.C.5</td>
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<td>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.</td>
<td>Topic 1 Lesson 2 SWBAT identify products with factors of 2, 5, and 9.</td>
<td>Topic 1 Lesson 2 Students will use patterns to find multiples of 2 and 5. enVision TE pgs. 10A-11B SE pgs. 10-11</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
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<td>Topic 2 Lesson 1 SWBAT identify and extend repeating geometric or repeating number patterns.</td>
<td>Topic 2 Vocabulary • Repeating Pattern</td>
<td>Topic 2 Lesson 1 Students will extend a pattern of shapes by finding the unit that represents it using pattern blocks, or tangram pieces. enVision TE pgs. 37-41B SE pgs. 37-41</td>
<td>Topic 2 Lesson 2 Students will extend a pattern of numbers by finding a rule. Students will make up their own numerical patterns. enVision TE pgs. 42A-43B SE pgs. 42-45</td>
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<td>Topic 2 Lesson 2 SWBAT identify and extend whole number repeating patterns involving addition and subtraction.</td>
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<td>Topic 2 Lesson 3 Using two-sided counters students will extend tables of ordered pairs for situations involving multiplication, addition and subtraction.</td>
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<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
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<td>Topic 2 Lesson 3 SWBAT demonstrate their knowledge of extending tables of ordered pairs for situations involving</td>
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<td>4.OA</td>
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<td>multiplication, addition or subtraction.</td>
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<td>Topic 2 Lesson 4 SWBAT identify a rule and extend the table, given a table of numbered pairs.</td>
<td>enVision TE pgs. 44A-45B SE pgs. 44-45</td>
<td>Topic 2 Lesson 4 Using a recording sheet, students will find a rule and check that the rule applies to all pairs of numbers in a table. enVision TE pgs. 46A-49B SE pgs. 46-49</td>
<td>Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>wwww.funbrain.com eTools: wwww.pearsonsuccess.net</td>
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<td>Topic 2 Lesson 5 SWBAT demonstrate their knowledge of extending patterns of cubes or tiles.</td>
<td>enVision TE pgs. 50A-53B SE pgs. 50-53</td>
<td>Topic 2 Lesson 5 Students will use cubes to model sequences of geometric objects that grow in predictable ways. enVision TE pgs. 54A-57B SE pgs. 54-56</td>
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### Number & Operations Base Ten

|-------------------|----------|----------------------------------|----------------------------------------------------|----------------------------------|--------------------------|-----------------------------------------------|-----------------------|--------------------------------------------------|
| 4.NTB.A.1         |          | Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. | enVision Math Pearson Education, Inc. 2012 Vocabulary

- Digits
- Place Value
- Standard Form
- Expanded Form
- In Word Form
- Compare

**Topic 3 Lesson 2**
SWBAT compare how digits within a multi-digit whole number relate to each other by their place value. **Topic 3 Lesson 2**
Through a series of examples, students with understand that in a multi-digit whole number a digit in one place represents 10 times what it would represent in the place immediately to its right. enVision TE pgs. 68A-69B SE pgs. 68-69

**Topic 3 Lesson 6**
SWBAT systematically identify and record all possible outcomes for a situation. **Topic 3 Lesson 6**
Students will use an organized list to solve problems about possible combinations. enVision TE pgs. 80A-81B SE pgs. 80-81

Math “Do Now” Journal Entries
- Notebook Activities
- Center Activities
- Pearson Success Lesson Quizzes
- Independent Practice (Classwork)
- Quick Checks

Assessment
- Quick Check
- Topic Test
- Performance Task

Utilize various websites, including but not limited to:
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  - [www.multiplcation.com](http://www.multiplcation.com)
  - [www.ixl.org](http://www.ixl.org)
  - [www.multiplcation.com](http://www.multiplcation.com)
  - [www.commoncoremathworksheets.com](http://www.commoncoremathworksheets.com)
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  - [http://www.coolmath4kids.com](http://www.coolmath4kids.com)
  - [http://www.aaamath.com](http://www.aaamath.com)

Reteaching Worksheets
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<tr>
<td>4.NBT.A.2</td>
<td>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on means of the digits in each place using greater than, equal to and less than symbols to record the results of comparison.</td>
<td><strong>Topic 3 Lesson 1</strong> SWBAT identify and recite 3-digit and 4-digit numbers.</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
<td><strong>Topic 3 Lesson 1</strong> Using place-value blocks students will write numbers in expanded form, word form and standard form. enVision TE pgs. 66A-67B SE pgs. 66-67</td>
<td>Math “Do Now” Journal Entries</td>
<td>Notebook Activities</td>
<td>m/B/g65a_ax1.htm#section2 <a href="http://www.funbrain.com">www.funbrain.com</a> eTools: <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a></td>
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<td><strong>Topic 3 Lesson 3</strong> SWBAT compare whole numbers through hundred-thousands.</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
<td><strong>Topic 3 Lesson 3</strong> Students will use place-value blocks and place-value charts to compare 4-digit numbers and write number sentences to show the comparison. enVision TE pgs. 70A-73B SE pgs. 70-73</td>
<td>Independent Practice (Classwork) Quick Checks</td>
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<td><strong>Topic 3 Lesson 4</strong> SWBAT apply their knowledge of place value to compare and order numbers.</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
<td><strong>Topic 3 Lesson 4</strong> Using a recording sheet and a number line student will compare and order numbers. enVision TE pgs. 74A-77B SE pgs. 74-77</td>
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<td><strong>Topic 3 Vocabulary</strong> • Digits • Place Value</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
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Topic 4 Lesson 1
SWBAT apply a variety of methods to add and subtract whole numbers using mental math.

Topic 4 Lesson 2
SWBAT demonstrate their knowledge of rounding whole numbers to estimate sums and differences.

Lesson 3
SWBAT demonstrate rounding to estimate solutions to multiplication problems involving two 2-digit numbers.

Topic 4 Lesson 3
Students will use place-value blocks to add whole numbers.

4.NBT.B.4
Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Topic 4 Lesson 4
SWBAT solve problems subtracting numbers to the thousands with and without regrouping.

Topic 4 Lesson 4
Using place-value blocks students will learn how to subtract whole numbers.

Math Facts Practice:
www.mathfactcafe.com
www.multiplication.com
www.ixl.org
www.multiplication.com

Assessment
• Quick Check
• Topic Test
• Performance Task

Assessments:
Portfolios, Evaluations, & Rubrics

Multimedia Integration

• labs and modeling activities
• Reading/Writing Math Symbols
• Graph Paper for long division, arrays, polygons, bar graphs
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• Differentiated directions for the diverse learners

Multimedia lessons
Reteaching
Graphic Organizers
Visual Vocabulary

Web Resources:
www.mathfactcafe.com
www.multiplication.com
www.math.com
www.envisionschool.com
www.pearsonsuccess.net
www.multiplication.com

Topic 4 Lesson 1
Using place-value blocks students will learn how to add and subtract using mental math.

Topic 4 Lesson 2
Students will learn how to use rounding to estimate sums and differences of whole numbers using place-value blocks.

Topic 4 Lesson 2
Envision TE pgs. 90A-93B
SE pgs. 90-93

Topic 4 Lesson 2
Envision TE pgs. 94A-95B
SE pgs. 94-95

Topic 7 Lesson 3
Students will use rounding to estimate products of 2-digit numbers.

Envision TE pgs. 172A-173B
SE pgs. 172-173

Math "Do Now" Journal
Entries
Notebook
Activities
Center
Activities
Pearson
Success

Number & Operations Base Ten

|------------------|---------|----------------------------------|--------------------------------------------------|---------------------------------|--------------------------|-------------------------------------------------|----------------------|----------------------------------------------------------|
| 4.NBT.B.4        |         | Topic 4 Lesson 1
SWBAT apply a variety of methods to add and subtract whole numbers using mental math. | • Standard Form
• Expanded Form
• In Word Form
• Compare | Topic 4 Lesson 1
Using place-value blocks students will learn how to add and subtract using mental math. | Center Activities
Pearson Success
Lesson Quizzes
Independent Practice (Classwork)
Quick Checks | m/B/g66a_ax1.htm#section2
www.funbrain.com
eTools:
www.pearsonsuccess.net | labs and modeling activities
Reading/Writing Math Symbols
Graph Paper for long division, arrays, polygons, bar graphs
Number Lines to compare/contrast numbers
Enrichment Worksheets
Differentiated directions for the diverse learners |
| 4.NBT.B.4        |         | Topic 4 Lesson 3
SWBAT demonstrate their knowledge adding numbers to hundreds and thousands with and without regrouping. | • Breaking Apart
• Compensation
• Counting On
• Inverse Operations | Topic 4 Lesson 3
Using place-value blocks to add whole numbers. | Math "Do Now" Journal Entries
Notebook Activities
Center Activities
Pearson Success | m/B/g66a_ax1.htm#section2
www.funbrain.com
eTools:
www.pearsonsuccess.net | labs and modeling activities
Reading/Writing Math Symbols
Graph Paper for long division, arrays, polygons, bar graphs
Number Lines to compare/contrast numbers
Enrichment Worksheets
Differentiated directions for the diverse learners |
| 4.NBT.B.4        |         | Topic 4 Lesson 2
SWBAT solve problems subtracting numbers to the thousands with and without regrouping. | • Breaking Apart
• Compensation
• Counting On
• Inverse Operations | Topic 4 Lesson 4
Using place-value blocks students will learn how to subtract whole numbers. | Math "Do Now" Journal Entries
Notebook Activities
Center Activities
Pearson Success | m/B/g66a_ax1.htm#section2
www.funbrain.com
eTools:
www.pearsonsuccess.net | labs and modeling activities
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Differentiated directions for the diverse learners |
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<td><strong>Topic 4 Lesson 5</strong></td>
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<td>SWBAT solve problems subtracting numbers with zeros to thousands.</td>
<td>101B SE pgs. 100-101</td>
<td><strong>Topic 4 Lesson 5</strong> Students will use a place-value chart to know when and how to subtract across zeros. enVision TE pgs. 102A-103B SE pgs. 102-103</td>
<td><strong>Quick Checks</strong></td>
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<td><a href="http://www.commoncoremathworksheets.com">www.commoncoremathworksheets.com</a></td>
<td>Hands-On Activity labs and modeling activities</td>
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<td><strong>Topic 4 Lesson 6</strong> Students will use bar diagrams to write an equation and solve problems. enVision TE pgs. 104A-107B SE pgs. 104-107</td>
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<td>Graph Paper for long division, arrays, polygons, bar graphs</td>
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<td>SWBAT construct a diagram or picture to translate an everyday situation into a number sentence or equation.</td>
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<td><a href="http://www.coolmath4kids.com">http://www.coolmath4kids.com</a></td>
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## Number & Operations Base Ten

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<td>4.NTB.5</td>
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<td>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 calculations by using equations, rectangular arrays, and/or area models.</td>
<td>enVision Math Pearson Education, Inc. 2012 Vocabulary • Partial Products • Compensation</td>
<td>Topic 5 Lesson 1 Using place-value blocks and grid paper students will draw arrays to multiply numbers by 10 and 100. enVision TE pgs. 116A-117B SE pgs. 116-117</td>
<td>Topic 5 Lesson 1 Assessment • Quick Check • Topic Test • Performance Task</td>
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<td>Topic 6 Lesson 1 SWBAT write multiplication using an expanded algorithm. Topic 6 Lesson 2 SWBAT demonstrate their knowledge multiplying 1-digit numbers by 2-digit numbers using paper and pencil methods. Topic 6 Lesson 3 SWBAT demonstrate their knowledge multiplying 2-digit numbers by 1-digit numbers using the standard algorithm and estimate to check for reasonableness. Topic 6 Lesson 4 SWBAT demonstrate their knowledge using the standard algorithm to multiply 4-digit and 3-digit numbers by 1-digit numbers.</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
<td>Topic 6 Lesson 1 Students will use models to record multiplication. enVision TE pgs. 138A-141B SE pgs. 138-141</td>
<td>Math “Do Now” Journal Entries Notebooks Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
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Number & Operations Base Ten

|-------------------|---------|----------------------------------|-----------------------------------------------------|----------------------------------|-------------------------|-----------------------------------------------|-------------------------|--------------------------------------------------|
|                   |         | Topic 6 Lesson 5                  |                                                     | SWBAT demonstrate their knowledge of multiplying 2, 3, and 4-digit numbers by 1-digit numbers using standard algorithm and estimate to check for reasonableness. | enVision Math Pearson Education, Inc. 2012 Vocabulary • Compatible Numbers | Now” Journal Entries  
Notebook Activities  
Center Activities  
Pearson Success  
Lesson Quizzes  
Independent Practice (Classwork)  
Quick Checks |                       |                                                                                 |
<p>|                   |         | Topic 6 Lesson 6                  |                                                     | SWBAT identify what information in a problem is missing or what is not needed. |                                      |                                               |                       |                                                                                 |
|                   |         | Lesson 2                         |                                                     | SWBAT define and use patterns to multiply by multiples of 10. |                       |                                               |                       |                                                                                 |
|                   |         | Topic 6 Lesson 5                  |                                                     | Students will multiply 2, 3, and 4-digit numbers by 1-digit numbers using standard algorithm and use estimation to check reasonableness. enVision TE pgs. 152A-153B SE pgs. 152-153 |                       |                                               |                       |                                                                                 |
|                   |         | Topic 6 Lesson 6                  |                                                     | Students will be given a problem with missing information and use a bar diagram to help identify what is needed to solve it. enVision TE pgs. 154A-157B SE pgs. 154-157 |                       |                                               |                       |                                                                                 |
|                   |         | Topic 7 Lesson 1                  |                                                     | Using grid-paper and colored pencils students will make arrays to multiply 2-digit multiples of 10. enVision TE pgs. 166A-169B SE pgs. 166-169 |                       |                                               |                       |                                                                                 |</p>
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<td>Topic 7 Lesson 4 SWBAT apply compatible numbers and rounding to estimate solutions to multiplication problems involving 2-digit numbers.</td>
<td></td>
<td>students will use patterns to mentally multiply multiples of 10. enVision TE pgs. 170A-171B SE pgs. 170-171</td>
<td>Now’s Journal Entries</td>
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<td>Topic 7 Lesson 4 SWBAT identify and answer hidden questions to solve multi-step problems with operations.</td>
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<td>Topic 7 Lesson 4 Students will use compatible numbers to estimate products of 2-digit numbers. enVision TE pgs. 174A-175B SE pgs. 174-175</td>
<td>Center Activities</td>
<td>Pearson Success</td>
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<td>Topic 8 Lesson 1 SWBAT construct arrays to multiply 2-digit numbers by 2-digit numbers to find the product.</td>
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<td>Topic 7 Lesson 5 Students learn to recognize hidden questions in a variety of multi-step problems. enVision TE pgs. 174A-175B SE pgs. 174-175</td>
<td>Pearson Success</td>
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<td>Topic 8 Lesson 1 Using grid paper, colored pencils and colored chalk students will use arrays and area models to find the products of 2-digit numbers. enVision TE pgs. 186A-189B SE pgs. 186-189</td>
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<td>algorithm to multiply 2-digit</td>
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<td>chalk students will use arrays</td>
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<td>numbers by 2-digit numbers and</td>
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<td>multiply the product.</td>
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<td>multiply 2-digit numbers.</td>
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<td>enVision TE pgs. 190A-191B SE</td>
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<td>SWBAT demonstrate</td>
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## Number & Operations Base Ten

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| 4.NTB.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. | **Topic 9 Lesson 1** Students will use multiples of 10 and basic facts to find quotients. enVision TE pgs. 206A-207B Se pgs. 206-207  
**Topic 9 Lesson 2** Students will use multiples of 10 and compatible numbers to estimate quotients. enVision TE pgs. 208A-209B SE pgs. 208-209  
**Topic 9 Lesson 3** Students will use basic multiplication facts and place-value concepts to estimate quotients for division problems. enVision TE pgs. 210A-211B SE pgs. 210-211  
**Topic 9 Lesson 4** Using two-colored counters students will model division with remainders. | enVision Math Pearson Education, Inc. 2012  
**Topic 9 Vocabulary** • Remainder  
**Topic 9 Math "Do Now" Journal Entries**  
**Topic 9 Notebook Activities**  
**Topic 9 Center Activities**  
**Topic 9 Pearson Success Lesson Quizzes**  
**Topic 9 Independent Practice (Classwork)**  
**Topic 9 Quick Checks** | **Math "Do Now" Journal Entries**  
**Notebook Activities**  
**Center Activities**  
**Pearson Success Lesson Quizzes**  
**Independent Practice (Classwork)**  
**Quick Checks** | **Assessment** • Quick Check • Topic Test • Performance Task | **Utilize various websites, including but not limited to:**  
BrainPop  
Math Antics  
NeoK12  
**Math Facts Practice:**  
www.mathfactcafe.com  
www.multiplication.com  
www.ixl.org  
www.multiplication.com  
www.commoncorremathworksheets.com  
http://www.aamath.com/grade4.htm  
http://www.gamequarium.com/fractions.html  
www.mathfactcafe.com  
http://www.coolmath4kids.com/  
http://www.aamath.com/B/56a_ax1.html#section2  
www.funbrain.com | Re-teaching Worksheets  
Graphic Organizers  
Visual Vocabulary  
Hands-On Activity labs and modeling activities  
Reading/Writing  
Math Symbols  
Graph Paper for long division, arrays, polygons, bar graphs  
Number Lines to compare/contrast numbers  
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Differentiated |
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<td>Topic 10 Lesson 1 SWBAT demonstrate their knowledge of repeated subtraction to model division.</td>
<td>enVision TE pgs. 228A-229B SE pgs. 228-229</td>
<td>Topic 10 Lesson 1 Using two-sided counters students will solve division problems that involve repeated subtraction. enVision TE pgs. 228A-229B SE pgs. 228-229</td>
<td>Center Activities</td>
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<td>Topic 10 Lesson 2 SWBAT list division as repeated as subtraction.</td>
<td>enVision TE pgs. 228A-229B SE pgs. 228-229</td>
<td>Topic 10 Lesson 2 Students will use an algorithm for dividing that is based on repeated subtraction.</td>
<td>Pearson Success Lesson Quizzes</td>
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<td>Topic 10 Lesson 3 SWBAT demonstrate their knowledge of place-value to understand the algorithm of long division.</td>
<td>enVision TE pgs. 230A-231B SE pgs. 230-231</td>
<td>Math “Do Now” Journal Entries Notebook Activities</td>
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<td>Differentiated directions for the diverse learners Multimedia lessons Reteaching Worksheets Graphic Organizers Visual Vocabulary Hands-On Activity labs and modeling activities Reading/Writing Math Symbols Graph Paper for long division, arrays, polygons, bar graphs Number Lines to compare/contrast numbers Enrichment worksheets</td>
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<td>Topic 10 Lesson 3 Using place-value blocks students will model dividing beyond basic facts.</td>
<td>enVision TE pgs. 232A-235B SE pgs. 232-235</td>
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<td>Topic 10 Lesson 4 Students will use division algorithm to divide.</td>
<td>enVision TE pgs. 236A-239B SE pgs. 236-239</td>
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<td>Topic 10 Lesson 5 Students will learn how to divide 3-digit numbers by 1-digit numbers.</td>
<td>enVision TE pgs. 240A-241B SE pgs. 240-241</td>
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<td>Topic 10 Lesson 6 Students will use place-value blocks to model division when the quotient has less digits than the dividend.</td>
<td>enVision TE pgs. 242A-243B SE pgs. 242-243</td>
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<td>Topic 10 Lesson 6 Students will use place-value blocks to model division when the quotient has less digits than the dividend.</td>
<td>enVision TE pgs. 242A-243B SE pgs. 242-243</td>
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**Page 33 of 61**
### Number & Operations Base Ten

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<td><strong>Topic 10 Lesson 7</strong></td>
<td></td>
<td>SWBAT demonstrate their knowledge of estimating and finding quotients for 4-digit dividends and 1-digit divisors.</td>
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<td>Topic 10 Lesson 7 Students will estimate quotients for 4-digit dividends and 1-digit divisors. enVision TE pgs. 244A-245B SE pgs. 244-245</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
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<td>Differentiated directions for the diverse learners Multimedia lessons Reteaching Worksheets Graphic Organizers Visual Vocabulary Hands-On Activity labs and modeling activities Reading/Writing Math Symbols Graph Paper for long division, arrays, polygons, bar graphs Number Lines to compare/contrast numbers Enrichment Worksheets</td>
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### Number & Operations - Fractions

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<td>4,NF.A.1</td>
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<td>Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fractions models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same. Use this principle to recognize and generate equivalent fractions.</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
<td>Topic 11 Lesson 4 Using fraction strips students will model equivalent fractions. enVision TE pgs. 264A-267B SE pgs. 264-267</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Assessment</td>
<td>Quick Check • Topic Test • Performance Task</td>
<td>Utilize various websites, including but not limited to: BrainPop Math Antics NeoK12</td>
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<td>Topic 11 Lesson 4 SWBAT demonstrate their knowledge of models and computations to show equivalent fractions.</td>
<td>enVision TE pgs. 268A-269B SE pgs. 268-269</td>
<td>Topic 11 Lesson 5 Using same-size strips of paper and numbers lines students will make folded strips of paper to illustrate equivalent fractions on the number line. enVision TE pgs. 268A-269B SE pgs. 268-269</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Assessment</td>
<td>Quick Check • Topic Test • Performance Task</td>
<td>Utilize various websites, including but not limited to: BrainPop Math Antics NeoK12</td>
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<td></td>
<td>Topic 11 Lesson 5 SWBAT illustrate a number line to identify and write fractions.</td>
<td>enVision TE pgs. 267B SE pgs. 264-267</td>
<td>Topic 11 Lesson 5 Using same-size strips of paper and numbers lines students will make folded strips of paper to illustrate equivalent fractions on the number line. enVision TE pgs. 268A-269B SE pgs. 268-269</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Assessment</td>
<td>Quick Check • Topic Test • Performance Task</td>
<td>Utilize various websites, including but not limited to: BrainPop Math Antics NeoK12</td>
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**Math Facts Practice:**
- [www.mathfactcafe.com](http://www.mathfactcafe.com)
- [www.multiplication.com](http://www.multiplication.com)
- [www.iaf.org](http://www.iaf.org)
- [www.multiplication.com](http://www.multiplication.com)
- [www.commoncoremathworksheets.com](http://www.commoncoremathworksheets.com)
- [http://www.aamath.com/grade4.htm](http://www.aamath.com/grade4.htm)
- [http://www.gamequarium.com/fractions.html](http://www.gamequarium.com/fractions.html)
- [www.mathfactcafe.com](http://www.mathfactcafe.com)
- [http://www.coolmath4kids.com](http://www.coolmath4kids.com)
- [http://www.aamath.com/B/g66a_a1x1.html#section2](http://www.aamath.com/B/g66a_a1x1.html#section2)
- [www.funbrain.com](http://www.funbrain.com)

**Reteaching Worksheets**
- Graphic Organizers
- Hands-On Activity labs and modeling activities

**Reading/Writing**
- Math Symbols
- Graph Paper for long division, arrays, polygons, bar graphs
- Number Lines to compare/contrast numbers

**Enrichment Worksheets**
- Differentiated directions for the
|-------------------|---------|----------------------------------|--------------------------------------------------|---------------------------------|------------------------|-----------------------------------------------|------------------------|-----------------------------------------------|
| 4.NF.A.2          |         |                                  |                                                  | Topic 11 Lesson 6 SWBAT explain how benchmark fractions can be used to compare fractions with unlike denominators. | Math "Do Now" Journal Entries | • Quick Check  
• Topic Test  
• Performance Task | eTools:  
www.pearsonsuccess.net | diverse learners  
Multimedia lessons |
|                   |         | Topic 11 Lesson 7 SWBAT demonstrate their knowledge using common denominators and equivalent fractions to order fractions with like denominators. |                          | Topic 11 Lesson 7 Students will use fraction strips and the benchmark fraction ½ to compare fractions. enVision TE pgs. 270A-273B SE pgs. 270-273 | Math "Do Now" Journal Entries |                          |                          |                          |
|                   |         | Topic 11 Lesson 8 SWBAT write to explain whether an answer is right or not. |                          | Topic 11 Lesson 8 Students will use fraction strips and equivalent fractions to compare and order fractions. enVision TE pgs. 274A-275B SE pgs. 274-275 | Math "Do Now" Journal Entries |                          |                          |                          |
| 4.NF.B.3          |         | Topic 12 Lesson 1 SWBAT construct models to add fractions with like denominators. |                          | Topic 12 Lesson 1 Students will make and use fraction strips to add fractions with like denominators. | Math "Do Now" Journal Entries |                          |                          |                          |
|                   |         | Topic 12                          |                          |                        | Notebooks |                          |                          |                          |

**Vocabulary**  
- Prime Number  
- Composite Numbers  
- Fraction  
- Equivalent Fractions  
- Numerator  
- Denominator  
- Benchmark Fractions  

**Math Facts Practice:**  
- www.mathfactcafe.com  
- www.multiplication.com  
- www.ixl.org  
- www.multiplication.com  
- www.commoncoremathworksheets.com  
- www.mathfactcafe.com  
- http://www.coolmath4kids.com/B/g66a_ax1.htm#section2  
- www.funbrain.com  

**Multimedia Integration**  
- eTools:  
  - www.pearsonsuccess.net  
- Reteaching Worksheets  
- Graphic Organizers  
- Visual Vocabulary  
- Hands-On Activity labs and modeling activities  
- Reading/Writing Math Symbols  
- Graph Paper for long division, arrays, polygons, bar graphs  
- Number Lines to compare/contrast numbers  
- Enrichment Worksheets  
- Differentiated

**Math "Do Now" Journal Entries**  
- Notebook Activities  
- Center Activities  
- Pearson Success Lesson Quizzes  
- Independent Practice (Classwork)  
- Quick Checks  

**Notebook Activities**  
- Math "Do Now" Journal Entries  
- Notebooks  
- Activities  
- Center Activities  
- Pearson Success Lesson Quizzes  

**Assessments**  
- • Quick Check  
- • Topic Test  
- • Performance Task  

**Multimedia Integration**  
- eTools:  
  - www.pearsonsuccess.net  
- Reteaching Worksheets  
- Graphic Organizers  
- Visual Vocabulary  
- Hands-On Activity labs and modeling activities  
- Reading/Writing Math Symbols  
- Graph Paper for long division, arrays, polygons, bar graphs  
- Number Lines to compare/contrast numbers  
- Enrichment Worksheets  
- Differentiated
## Number & Operations - Fractions

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<tr>
<td><strong>Topic 12 Lesson 2</strong></td>
<td>SWBAT apply computational procedures to add fractions with like denominators and solve word problems.</td>
<td>Topic 12 Lesson 2 Students will draw pictures to learn the procedures for adding fractions with like denominators. enVision TE pgs. 292A-293BSE pgs. 292-293</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
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<td>Reteaching Worksheets Graphic Organizers Visual Vocabulary Hands-On Activity labs and modeling activities Reading/Writing Math Symbols Graph Paper for long division, arrays, polygons, bar graphs Number Lines to compare/contrast</td>
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<tr>
<td><strong>Topic 12 Lesson 3</strong></td>
<td>SWBAT construct models to subtract fractions with like denominators.</td>
<td>Topic 12 Lesson 3 Using fraction strips students will find the difference of two fractions. enVision TE pgs. 294A-295B SE pgs. 294-295</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
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<td><strong>Topic 12 Lesson 4</strong></td>
<td>SWBAT apply computational procedures to subtract fractions with like denominators.</td>
<td>Topic 12 Lesson 4 Students will learn the steps from subtracting fractions with like denominators.</td>
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### Vocabulary
- Mixed Number
- Improper Fraction

### Suggested Materials and Media/School Library Resources
- Activities Center
- Activities Pearson Success Lesson Quizzes
- Independent Practice (Classwork)
- Quick Checks

### Multimedia Integration
- eTools: www.pearsonsuccess.net

### Accommodation of Special Needs Students (SE, ELL, 504, G&T)
- Directions for the diverse learners
- Multimedia lessons
- Reteaching Worksheets
- Graphic Organizers
- Visual Vocabulary
- Hands-On Activity labs and modeling activities
- Reading/Writing Math Symbols
- Graph Paper for long division, arrays, polygons, bar graphs
- Number Lines to compare/contrast

### Math Facts Practice:
- www.mathfactcafe.com
- www.multiplication.com
- www.ixl.org
- www.CommonCovemathworksheets.com
- www.mathfactcafe.com
- http://www.coolmath4kids.com/
- http://www.aaamath.com
|------------------|---------|---------------------------------|-----------------------------------------------------|---------------------------------|------------------------|-----------------------------------------------|----------------------|-----------------------------------------------|
| **4.NF.B.3.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 by using a visual fraction model. | enVision Math Pearson Education, Inc. 2012  
Topic 12 Vocabulary  
• Mixed Number  
• Improper Fraction | enVision TE pgs. 296A-297B SE pgs. 296-297  
Quick Checks | Math “Do Now” Journal Entries  
Notebook Activities  
Center Activities  
Pearson Success Lesson Quizzes  
Independent Practice (Classwork)  
Quick Checks | Assessment  
• Quick Check  
• Topic Test  
• Performance Task | mB/g65a_ax1.htm#section2  
www.funbrain.com  
eTools:  
www.pearsonsuccess.net  
Utilize various websites, including but not limited to:  
BrainPop  
Math Antics  
NeoK12  
Math Facts Practice:  
www.mathfactcafe.com  
www.multiplication.com  
www.ixl.org  
www.multiplication.com  
www.commoncorreomathworksheets.com  
http://www.mathplay.com/  
Factors-Millionaire/Factors-Millionaire.html  
http://www.gamequarium.com/fractions.html  
www.mathfactcafe.com  
http://www.coolmath4kids.com/  
http://www.aamath.com/grade4.htm  
http://www.mathplay.com/  
Factors-Millionaire/Factors-Millionaire.html | numbers  
Enrichment Worksheets  
Differentiated directions for the diverse learners  
Multimedia lessons  
Reteaching Worksheets  
Graphic Organizers  
Visual Vocabulary  
Hands-On Activity |
| **4.NF.B.3.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. | enVision Math Pearson Education, Inc. 2012  
Topic 12 Lesson 6  
SWBAT identify and write mixed numbers as improper fractions and improper fractions as mixed numbers.  
Topic 12 Lesson 7  
SWBAT construct models to add and subtract. | enVision TE pgs. 302A-305B SE pgs. 302-305  
Topic 12 Lesson 6  
Using fraction tiles students will model and write equivalent mixed numbers and improper fractions.  
Topic 12 Lesson 7  
Using drawings or fractions. | Math “Do Now” Journal Entries  
Notebook Activities  
Center Activities  
Pearson | Assessment  
• Quick Check  
• Topic Test  
• Performance Task | mB/g65a_ax1.htm#section2  
www.funbrain.com  
eTools:  
www.pearsonsuccess.net  
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BrainPop  
Math Antics  
NeoK12  
Math Facts Practice:  
www.mathfactcafe.com  
www.multiplication.com  
www.ixl.org  
www.multiplication.com  
www.commoncorreomathworksheets.com  
http://www.mathplay.com/  
Factors-Millionaire/Factors-Millionaire.html  
http://www.gamequarium.com/fractions.html  
www.mathfactcafe.com  
http://www.coolmath4kids.com/  
http://www.aamath.com/grade4.htm  
http://www.mathplay.com/  
Factors-Millionaire/Factors-Millionaire.html | numbers  
Enrichment Worksheets  
Differentiated directions for the diverse learners  
Multimedia lessons  
Reteaching Worksheets  
Graphic Organizers  
Visual Vocabulary  
Hands-On Activity |
## Number & Operations - Fractions

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<tr>
<td>subtraction.</td>
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<td>subtract mixed numbers.</td>
<td>strips students will model adding mixed numbers. enVision TE pgs. 306A-309B SE pgs. 306-309</td>
<td>Topic 12 Lesson 8 Students will formulate a method for adding mixed numbers using fraction strips. enVision TE pgs. 310A-311B SE pgs. 310-311</td>
<td>Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>eTools: <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a></td>
<td>labs and modeling activities Reading/ Writing Math Symbols Graph Paper for long division, arrays, polygons, bar graphs Number Lines to compare/ contrast numbers Enrichment Worksheets Differentiated directions for the diverse learners Multimedia lessons</td>
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<td>Topic 12 Lesson 8</td>
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<td>SWBAT construct models and computational procedures to add mixed numbers.</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
<td>Topic 12 Lesson 8 Students will use number lines to subtract fractions. enVision TE pgs. 298A-301B SE pgs. 298-301</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
<td>Utilize various websites, including but not limited to: BrainPop Math Antics NeoK12</td>
<td>Reteaching Worksheets Graphic Organizers Visual Vocabulary</td>
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<td>Topic 12 Lesson 9</td>
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<td>SWBAT construct models and computations procedures to subtract mixed numbers.</td>
<td>Topic 12 Lesson 11 Students will draw a picture</td>
<td>enVision TE pgs. 312A-313B SE pgs. 312-313</td>
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<td>4.NF.B.3.D</td>
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<td>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</td>
<td>Topic 12 Lesson 5 Students will demonstrate their knowledge using a number line to add and subtract fractions with like denominators.</td>
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**Subtopics**

| Topic 12 Lesson 8 | SWBAT construct models and computational procedures to add mixed numbers.          | |
| Topic 12 Lesson 9 | SWBAT construct models and computations procedures to subtract mixed numbers.      | |

**Leveled Materials and Media/School Library Resources**

- Topic 12 Vocabulary
  - Mixed Number
  - Improper Fraction
- Topic 12 Lesson 11 Students will draw a picture
- enVision TE pgs. 298A-301B SE pgs. 298-301
- enVision TE pgs. 310A-311B SE pgs. 310-311
- enVision TE pgs. 312A-313B SE pgs. 312-313

**Suggested Instructional Activities**

- strips students will model adding mixed numbers.
- Students will formulate a method for adding mixed numbers using fraction strips.
- enVision TE pgs. 310A-311B SE pgs. 310-311
- Students will subtract fractions with like denominators.
- enVision TE pgs. 298A-301B SE pgs. 298-301
- Students will draw a picture
- enVision TE pgs. 312A-313B SE pgs. 312-313
### Number & Operations - Fractions

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<td>4.NF.B.4</td>
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<td>Apply and extend previous understanding of multiplication to multiply a fraction by a whole number.</td>
<td>enVision Math Pearson Education, Inc. 2012&lt;br&gt;Vocabulary&lt;br&gt;• Unit Fraction&lt;br&gt;• Tenth</td>
<td>Math “Do Now” Journal Entries&lt;br&gt;Notebook Activities</td>
<td>Assessment&lt;br&gt;• Quick Check&lt;br&gt;• Topic Test&lt;br&gt;• Performance Task</td>
<td>Utilize various websites, including but not limited to:&lt;br&gt;BrainPop&lt;br&gt;Math Antics NeoK12</td>
<td>Reteaching Worksheets&lt;br&gt;Graphic Organizers&lt;br&gt;Visual Vocabulary</td>
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<td>Multimedia lessons</td>
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### 4.NF.B.4.A

**Understand a fraction a/b as a multiple of 1/b.**

**Topic 13 Lesson 1**

SWBAT demonstrate the use of unit fractions and multiplication to describe fractions that are multiples of the unit fractions.

**Vocabulary**

- Unit Fraction
- Tenth
- Hundredth
- Decimal

**Topic 13 Lesson 1**

Students will fold paper strips to investigate the representation of a fraction of a multiple of a unit fraction.

**enVision TE pgs. 330A-331B SE pgs. 330-331**

**Assessment**

- Quick Check
- Topic Test
- Performance Task

**Math Facts Practice:**

- [www.mathfactcafe.com](http://www.mathfactcafe.com)
- [www.multiplication.com](http://www.multiplication.com)
- [www.lk1.org](http://www.lk1.org)
- [www.commoncoremathworksheets.com](http://www.commoncoremathworksheets.com)
- [http://www.aamath.com/grade4.htm](http://www.aamath.com/grade4.htm)
- [http://www.gamequarium.com/fractions.html](http://www.gamequarium.com/fractions.html)
- [www.mathfactcafe.com](http://www.mathfactcafe.com)
- [http://www.coolmath4kids.com/B/g66a_ax1.htm#section2](http://www.coolmath4kids.com/B/g66a_ax1.htm#section2)
- [www.funbrain.com](http://www.funbrain.com)
- [www.pearsonsuccess.net](http://www.pearsonsuccess.net)
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<tr>
<td>4.NF.B.4.C</td>
<td></td>
<td>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.</td>
<td>Topic 13 Lesson 3 SWBAT demonstrate multiplying a fraction and a whole number to solve problems.</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
<td>Topi 13 Lesson 3 Students will work together to figure out problems that involves joining equal-sized parts and results in multiplication of a fraction by a whole number. enVision TE pgs. 334A-335B SE pgs. 334-335</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
<td>eTools: <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a></td>
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Assessments:
- **Quick Check**
- **Topic Test**
- **Performance Task**

Multimedia Integration:
- **eTools:**
  - www.pearsonsuccess.net
  - www.mathfactcafe.com
  - http://www.coolmath4kids.com
  - http://www.aaamath.com/B/g66a_ax1.htm#section2
  - www.funbrain.com

Enrichment Activities:
- Number Lines to compare/contrast numbers
- Enrichment Worksheets
- Differentiated directions for the diverse learners
- Multimedia lessons
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### Number & Operations - Fractions

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<tr>
<td>4.NF.C.7</td>
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<td>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 greater than, equal to or less than and justify the conclusions, e.g., by using a visual model.</td>
<td>enVision Math Pearson Education, Inc. 2012</td>
<td></td>
<td>Math “Do Now” Journal Entries</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
<td>Utilize various websites, including but not limited to:</td>
<td>Reteaching Worksheets</td>
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<td>Topic 13 Lesson 7 SWBAT demonstrate their knowledge of manipulating models and place-value charts to represent decimals to the hundredths.</td>
<td>Vocabulary • Unit Fraction • Tenth • Hundredth • Decimal</td>
<td>Topic 13 Lesson 7 Using recording sheet students will shade grids and use place value charts to show tenths and hundredths expressed as decimals. enVision TE pgs. 346A-347B SE pgs. 346-347</td>
<td>Math Activities</td>
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<td>Math Antics</td>
<td>Graphic Organizers</td>
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<td>Topic 13 Lesson 8 SWBAT order decimal numbers using greater than and less than symbols.</td>
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<td>Topic 13 Lesson 8 Students will use place-value charts to compare and order decimals. enVision TE pgs. 348A-341B SE pgs. 348-341</td>
<td>Center Activities</td>
<td></td>
<td>NeoK12</td>
<td>Visual Vocabulary</td>
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<td>enVision TE pgs. 348A-341B SE pgs. 348-341</td>
<td>Mathematical Practice (Classwork) Quick Checks</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
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<td>Math Facts Practice:</td>
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<td><a href="http://www.multiplication.com">www.multiplication.com</a></td>
<td>Graph Paper for long division, arrays, polygons, bar graphs</td>
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<td>Number Lines to compare/contrast numbers</td>
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<td><a href="http://www.combination.com">www.combination.com</a></td>
<td>Enrichment Worksheets</td>
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<td><a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a></td>
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# Measurement and Data

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<td>4.MD.A.1</td>
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<td>Know relative sizes of measurement units within one system of units including 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. Record measurement equivalents in a two-column tables.</td>
<td>Topic 14 Lesson 1 SWBAT estimate and measure length by choosing the most appropriate unit of length. <strong>Topic 14 Lesson 2</strong> SWBAT demonstrate estimating fluently with customary capacity units. <strong>Topic 14 Lesson 3</strong> SWBAT demonstrate estimating fluently and measure with units of weight. <strong>Topic 14 Lesson 4</strong> SWBAT apply converting between customary units.</td>
<td>enVision Math Pearson Education, Inc. 2012 <strong>Topic 13 Vocabulary</strong> • 1 Foot • 1 Yard • 1 Mile • Inches • Capacity • Weight • 1 Ounce • 1 Pound • 1 Ton • Centimeter • Millimeters • Decimeter • Meter • Kilometer • 1 Liter • 1 Milliliter • Mass • 1 Gram • 1 Kilogram</td>
<td>Topic 14 Lesson 1 Using rulers and masking tape students will estimate and measure the length classroom objects. enVision TE pgs. 366A-367B SE pgs. 366-367 <strong>Topic 14 Lesson 2</strong> Using examples of pints, quarts, and gallons, students will measure using customary units of capacity. enVision TE pgs. 368A-369B SE pgs. 368-369 <strong>Topic 14 Lesson 3</strong> Students will measure customary units of weight using animals as examples. enVision TE pgs. 370A-371B SE pgs. 370-371 <strong>Topic 14 Lesson 4</strong> Students will practice changing from one customary unit to another. enVision TE pgs. 272A-</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
<td>Utilize various websites, including but not limited to: BrainPop Math Antics NeoK12 <strong>Math Facts Practice:</strong> <a href="http://www.mathfactcafe.com">www.mathfactcafe.com</a> <a href="http://www.multiplication.com">www.multiplication.com</a> <a href="http://www.txl.org">www.txl.org</a> <a href="http://www.multiplication.com">www.multiplication.com</a> <a href="http://www.common">www.common</a> coremathworksheets.com <a href="http://www.aaamath.com/grade4.htm">http://www.aaamath.com/grade4.htm</a> <a href="http://www.mathplay.com/Factors-Millionaire/Factors-Millionaire.html">http://www.mathplay.com/Factors-Millionaire/Factors-Millionaire.html</a> <a href="http://www.gamequarium.com/fractions.html">http://www.gamequarium.com/fractions.html</a> <a href="http://www.mathfactcafe.com">www.mathfactcafe.com</a> <a href="http://www.coolmath4kids.com/">http://www.coolmath4kids.com/</a> <a href="http://www.search4math.com/B/g66a_ax1.html#section2">http://www.search4math.com/B/g66a_ax1.html#section2</a></td>
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## Measurement and Data

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<td><strong>Topic 14 Lesson 5</strong></td>
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<td>SWBAT solve and explain the answers to each problem in writing.</td>
<td>275B SE pgs. 272-275</td>
<td>Topic 14 Lesson 5 Students will write to explain posed problems. enVision TE pgs. 376A-377B</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
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<td><strong>Topic 14 Lesson 6</strong></td>
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<td>SWBAT demonstrate estimating and measuring length to the nearest centimeter, and chose the most appropriate metric unit for measuring length.</td>
<td>Topic 14 Lesson 6 Students will use ten rods and unit cubes to understand metric units of length. enVision TE pgs. 378A-379B SE pgs. 378-379</td>
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<td><strong>Topic 13 Lesson 7</strong></td>
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<td>SWBAT illustrate measuring fluidly with milliliters and liters.</td>
<td>Topic 13 Lesson 7 Using an eye-dropper and empty liter bottle students will measure metric units of capacity. enVision TE pgs. 380A-381B SE pgs. 380-381</td>
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<td><strong>Topic 14 Lesson 8</strong></td>
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<td>SWBAT demonstrate estimating and measuring with units of mass.</td>
<td>Topic 14 Lesson 8 Students will measure metric units of mass. enVision TE pgs. SE82A-383B</td>
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<td><strong>Topic 14 Lesson 9</strong></td>
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<td>SWBAT demonstrate</td>
<td>Topic 14 Lesson 9 Students will practice changing between different</td>
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### Multimedia Integration

- eTools: [www.pearsonsuccess.net](http://www.pearsonsuccess.net)
  Utilize various websites, including but not limited to:
  - BrainPop
  - Math Antics
  - NeoK12
  - Math Facts Practice:
    - [www.mathfactcafe.com](http://www.mathfactcafe.com)
    - [www.multiplication.com](http://www.multiplication.com)
    - [www.commoncoremathworksheets.com](http://www.commoncoremathworksheets.com)
    - [www.mathfactcafe.com](http://www.mathfactcafe.com)
    - [http://www.coolmath4kids.com](http://www.coolmath4kids.com)
    - [http://www.fanbrain.com](http://www.fanbrain.com)

### Accommodation of Special Needs Students (SE, ELL, 504, G&T)

- Multimedia lessons
- Reteaching Worksheets
- Graphic Organizers
- Visual Vocabulary
- Hands-On Activity labs and modeling activities
- Reading/Writing Math Symbols
- Graph Paper for long division, arrays, polygons, bar graphs
- Number Lines to compare/contrast numbers
- Enrichment Worksheets
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<td><strong>4.MD.A.2</strong></td>
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<td>Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, 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.</td>
<td><strong>Topic 13 Lesson 9</strong> SWBAT demonstrate their knowledge using place-value charts to read, write, and compare decimals in tenths and hundredths using money. enVision Math Pearson Education, Inc. 2012 <strong>Vocabulary</strong> • Unit Fraction • Tenth • Hundredth • Decimal</td>
<td><strong>Topic 13 Lesson 9</strong> Using place-value charts, dollars and bills students will practice becoming familiar with the connection between money and decimals. enVision TE pgs. 352A-353B SE pgs. 352-353</td>
<td><strong>Assessment</strong> • Quick Check • Topic Test • Performance Task</td>
<td>Math Facts Practice: <a href="http://www.mathfactcafe.com">www.mathfactcafe.com</a> <a href="http://www.multiplication.com">www.multiplication.com</a> <a href="http://www.ixl.org">www.ixl.org</a> <a href="http://www.multiplication.com">www.multiplication.com</a> <a href="http://www.commoncoremathworksheets.com">www.commoncoremathworksheets.com</a> <a href="http://www.aamath.com/grade4.htm">http://www.aamath.com/grade4.htm</a> <a href="http://www.mathplay.com/">http://www.mathplay.com/</a> Factors-Millionaire/Factors-Millionaire.html <a href="http://www.gamequarium.com/fractions.html">http://www.gamequarium.com/fractions.html</a> <a href="http://www.mathfactcafe.com">www.mathfactcafe.com</a> <a href="http://www.coolmath4kids.com/">http://www.coolmath4kids.com/</a> <a href="http://www.aamath.com/B/g66a_ax1.htm#section2">http://www.aamath.com/B/g66a_ax1.htm#section2</a> <a href="http://www.funbrain.com">www.funbrain.com</a></td>
<td>Differentiated directions for the diverse learners Multimedia lessons Reteaching Worksheets Graphic Organizers Hands-On Activity labs and modeling activities Reading/Writing Math Symbols Graph Paper for long division, arrays, polygons, bar graphs Number Lines to compare/contrast</td>
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<td><strong>Topic 14 Lesson 10</strong> SWBAT compare several units of time and freely convert from one unit of time to another.</td>
<td><strong>Metric units.</strong> enVision TE pgs. 384A-387B SE pgs. 384-387 <strong>Topic 14 Lesson 10</strong> Students will compare units of time using digital and analog clock models. enVision TE pgs. 388A-389B SE pgs. 388-389</td>
<td><strong>Assessment</strong> • Quick Check • Topic Test • Performance Task</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Utilize various websites, including but not limited to: BrainPop Math Antics NeoK12</td>
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## Measurement and Data

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Enrichment Worksheets  
Differentiated directions for the diverse learners  
Multimedia lessons  
Reteaching Worksheets  
Graphic Organizers  
Visual Vocabulary  
Hands-On Activity labs and modeling |
| Topic 15 Lesson 3 | SWBAT solve real world problems that involve money and giving back change. | **Topic 15 Lesson 3** Using bills and coins, students will solve real-world problems that involve money and giving change by counting up. enVision TE pgs. 406A-407B SE pgs. 406-407 |  | | | Utilize various websites, including but not limited to:  
BrainPop  
Math Antics  
NeoK12  
Math Facts Practice: www.mathfactcafe.com  
www.multiplication.com  
www.ixl.org  
www.multiplication.com  
www.commoncoremathworksheets.com  
http://www.aaamath.com/grade4.htm  
http://www.gamequarium.com/fractions.html  
www.mathfactcafe.com  
http://www.coolmath4kids.com/B/g86a_ax1.htm#section2  
www.funtbrain.com |
| Topic 15 Lesson 5 | SWBAT demonstrate breaking a problem into smaller, more manageable pieces and find a pattern to fit. | **Topic 15 Lesson 5** Students will solve a simpler problem and make a table. enVision TE pgs. 410A-413B SE pgs. 410-413 | | | | | |

**Domain & Standard**: Measurement and Data  
**Standard**: 4.MD.A.3  
**Student Learning Objectives (SLO)**:  
- Apply the area and perimeter formulas for rectangles in real world and mathematical problems.  
- SWBAT apply the formulas for area and perimeter of a rectangle to solve real-world problems.  
- SWBAT solve real world problems that involve money and giving back change.  
- SWBAT demonstrate breaking a problem into smaller, more manageable pieces and find a pattern to fit.  
**Suggested Instructional Activities**:  
- **Topic 15 Lesson 1**: Using geoboards students will solve real-world problems using the formulas for area and perimeter of a rectangle. enVision TE pgs. 402A-403B SE pgs. 402-403  
- **Topic 15 Lesson 3**: Using bills and coins, students will solve real-world problems that involve money and giving change by counting up. enVision TE pgs. 406A-407B SE pgs. 406-407  
- **Topic 15 Lesson 5**: Students will solve a simpler problem and make a table. enVision TE pgs. 410A-413B SE pgs. 410-413  
**Suggested Student Output**: Math “Do Now” Journal Entries  
**Assessments: Portfolios, Evaluations, & Rubrics**: Math Assessment: Quick Check, Topic Test, Performance Task  
**Multimedia Integration**: eTools: www.pearsonsuccess.net  
**Accommodation of Special Needs Students (SE, ELL, 504, G&T)**: Utilize various websites, including but not limited to:  
- BrainPop  
- Math Antics  
- NeoK12  
- Math Facts Practice: www.mathfactcafe.com  
- www.multiplication.com  
- www.ixl.org  
- www.multiplication.com  
- www.commoncoremathworksheets.com  
- www.mathfactcafe.com  
- http://www.coolmath4kids.com/B/g86a_ax1.htm#section2  
- www.funtbrain.com  
**Accommodation of Special Needs Students (SE, ELL, 504, G&T)**:  
- numbers  
- Enrichment Worksheets  
- Differentiated directions for the diverse learners  
- Multimedia lessons  
- Reteaching Worksheets  
- Graphic Organizers  
- Visual Vocabulary  
- Hands-On Activity labs and modeling
# Measurement and Data

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**enVision Math Pearson Education, Inc. 2012**

**Topic 15 Vocabulary**
- Perimeter
- Area
- Line Plot
### Measurement and Data

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| 4.MD.C.5.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 the two rays intersect the circle. An angle that turns through 1/30 of a circle is called a “one-degree angle,” and can be used to measure angles. | **Topic 16 Lesson 3**  
SWBAT demonstrate their knowledge of unit angles and fractions of a circle to find angle measures. | enVision TE pgs. 426A-427B SE pgs. 426-427 | Math “Do Now” Journal Entries  
Notebook Activities  
Center Activities  
Pearson Success Lesson Quizzes  
Independent Practice (Classwork)  
Quick Checks | Assessment • Quick Check • Topic Test • Performance Task | Utilize various websites, including but not limited to:  
BrainPop  
Math Antics  
Neon12  
Math Facts Practice:  
www.mathfactcafe.com  
www.multiplication.com  
www.ixl.org  
www.multiplication.com  
www.commoncoremathworksheets.com  
http://www.aamath.com/grade4.htm  
http://www.gamequarium.com/fractions.html  
www.mathfactcafe.com  
http://www.coolmath4kids.com/  
http://www.aamath.com/B/g66a_ax1.htm#section2 | eTools:  
www.pearsonsuccess.net | directions for the diverse learners  
Multimedia lessons  
Reteaching Worksheets  
Graphic Organizers  
Visual Vocabulary  
Hands-On Activity labs and modeling activities  
Reading/Writing Math Symbols  
Graph Paper for long division, arrays, polygons, bar graphs  
Number Lines to compare/contrast numbers  
Enrichment Worksheets  
Differentiated |
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<td>4.MD.C.6</td>
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<td>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</td>
<td>Lesson 5 Students will use protractors and rulers to draw and measure angles.</td>
<td>Lesson 5 SWBAT demonstrate knowledge of measuring and constructing angles. enVision TE pgs. 430A-431B SE pgs. 430-431</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
<td>eTools: <a href="http://www.pearsonsuccess.net">www.pearsonsuccess.net</a></td>
<td>directions for the diverse learners Multimedia lessons</td>
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**Lesson 5** Students will use protractors and rulers to draw and measure angles.

**Lesson 5** SWBAT demonstrate knowledge of measuring and constructing angles. enVision TE pgs. 430A-431B SE pgs. 430-431

**Math “Do Now” Journal Entries**

**Notebook Activities**

**Center Activities**

**Pearson Success Lesson Quizzes**

**Independent Practice (Classwork)**

**Quick Checks**

**Assessment**

**Quick Check**

**Topic Test**

**Performance Task**

**Utilize various websites, including but not limited to:**

- BrainPop
- Math Antics
- NeoK12

**Math Facts Practice:**

- www.mathfactcafe.com
- www.multiplication.com
- www.lxl.org
- www.multiplication.com
- www.commoncoremathworksheets.com
- www.mathfactcafe.com
- http://www.coolmath4kids.com
- http://www.aamath.com/B/g65a_ax1.htm#section2
- www.funbrain.com

**Reteaching Worksheets**

**Graphic Organizers**

**Visual Vocabulary**

**Hands-On Activity labs and modeling activities**

**Reading/Writing Math Symbols**

**Graph Paper for long division, arrays, polygons, bar graphs**

**Number Lines to compare/contrast numbers**

**Enrichment Worksheets**

**Differentiated**
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<td>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 symbol for the unknown angle.</td>
<td>Topic 16 Lesson 6 SWBAT identify unknown angle measures by adding and subtracting.</td>
<td>Topic 16 Lesson 6 Using protractors and rules students will find unknown angle measures by adding and subtracting, using the additive property of angle measure. enVision TE pgs. 432A-433B SE pgs. 432-433</td>
<td>Math &quot;Do Now&quot; Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
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### Measurement and Data

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### Geometry

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<td>SWBAT identify and describe points, lines and planes.</td>
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<td>Topic 16 Vocabulary • Point • Line • Plane Parallel Lines • Intersecting Lines • Perpendicular Lines • Line Segment • Ray • Angle • Right Angle • Acute Angle • Obtuse Angle • Straight Angle</td>
<td>Topic 16 Lesson 1 Using centimeter grid paper students will identify pairs of lines as intersecting, parallel, or perpendicular. enVision TE pgs. 422A-423B SE pgs. 422-423</td>
<td>Lesson 2 Using dot paper students will identify angles as right, obtuse, acute and straight.</td>
<td>Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes</td>
<td>Assessment • Quick Check • Topic Test • Performance Task</td>
<td>Utilize various websites, including but not limited to: BrainPop Math Antics NeoK12</td>
<td>Math Facts Practice: <a href="http://www.mathfactcafe.com">www.mathfactcafe.com</a> <a href="http://www.multiplication.com">www.multiplication.com</a></td>
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<td>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 Topic 16 Lesson 7 SWBAT identify polygons.</td>
<td>enVision Math Pearson Education, Inc. 2012 Topic 16 Vocabulary • Point • Line • Plane• Parallel Lines • Intersecting Lines</td>
<td>Topic 16 Lesson 7 Using polygons students will sort and classify polygons. enVision TE pgs. 434A-435B SE pgs. 434-435</td>
<td>Math “Do Now” Journal Entries Notebook Activities</td>
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- Degrees
- Unit Angle
- Angle Measure
- Protractor
- Polygon
- Side
- Vertex
- Triangle
- Quadrilateral
- Pentagon
- Hexagon
- Octagon
- Equilateral Triangle
- Isosceles Triangle
- Scalene Triangle
- Right Triangle
- Acute Triangle
- Obtuse Triangle
- Parallelogram
- Rectangle
- Square
- Rhombus
- Trapezoid
- Symmetric
- Line of Symmetry

- Independent Practice (Classwork)
- Quick Checks

- [www.ixl.org](http://www.ixl.org)
- [www.multiplication.com](http://www.multiplication.com)
- [www.commoncoremathworksheets.com](http://www.commoncoremathworksheets.com)
- [http://www.aamath.com/grade4.htm](http://www.aamath.com/grade4.htm)
- [http://www.gamequarium.com/fractions.htm](http://www.gamequarium.com/fractions.htm)
- [www.mathfactcafe.com](http://www.mathfactcafe.com)
- [http://www.coolmath4kids.com/](http://www.coolmath4kids.com/)
- [http://www.aaamath.com/B/g66a_ax1.htm#section2](http://www.aaamath.com/B/g66a_ax1.htm#section2)
- [www.funbrain.com](http://www.funbrain.com)

- [www.pearsonsuccess.net](http://www.pearsonsuccess.net)
- Reading/Writing Math Symbols
- Graph Paper for long division, arrays, polygons, bar graphs
- Number Lines to compare/contrast numbers
- Enrichment Worksheets
- Differentiated directions for the diverse learners
- Reteaching Worksheets
## Geometry

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<td>Lesson 11 Students will test two generalizations about right triangles. enVision TE pgs. 442A-443B SE pgs. 442-443</td>
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<td>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.</td>
<td>Topic 16 Lesson 10 SWBAT analyze if a plane figure has line of symmetry and if so, how many.</td>
<td>enVision Math Pearson Education, Inc. 2012 Topic 16 Vocabulary • Point • Line • Plane• Parallel Lines • Intersecting Lines • Perpendicular Lines • Line Segment • Ray • Angle • Right Angle • Acute Angle • Obtuse Angle • Straight Angle • Degrees • Unit Angle • Angle Measure • Protractor • Polygon • Side • Vertex • Triangle • Quadrilateral • Pentagon • Hexagon • Octagon • Equilateral Triangle</td>
<td>Topic 16 Lesson 10 Using paper and scissors students will fold paper to determine lines of symmetry. enVision TE pgs. 440A-441B SE pgs. 440-441 Math “Do Now” Journal Entries Notebook Activities Center Activities Pearson Success Lesson Quizzes Independent Practice (Classwork) Quick Checks</td>
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