Unit 9: Data	Unit 8: Geometry	Unit 7: Measurement	Unit 6: Decimals	Unit 5: Decimals	Unit 4: Fractions	Unit 3: Multiplication and Division	Unit 2: Addition and Subtraction	Unit 1: Place Value	Glade Level: Fourth	Content Area: Mathematics
June April	Jume March	May Leb.	April Jan	March-April John.	February Dec. Jan.	December-January Ontober - Novem	November October	September-October AugSept		

Leveled Questions, Extra Time. Technology Use	Modifications for Various Learners: SQL IEE COL City I I I I I I I I I I I I I I I I I I I		* Apply Technology Effectively	-		- Communicate Clearly Productivit		Interact with c Arke Brakleman	o Social and		= Reason Effectively	Critical Trinking and Problem Solving Manage Goals	Implement innovations of initiative and Self-Direction		Think critically	vation • Flexibility	g and Innovation Skills	Wareness	21s Century Themes:	CCSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.	CCSS.ELA-LITERACY.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	main ideas or themes; speak clearly at an understandable pace.	CCSS_ELA-LITERACY_SL_4_4 Report on a topic or text, tell a story, or recount an experience in an organized manner light approach to fact, and a light and a light and a light approach to the story of recount an experience in an organized manner light approach to the light and a light approach to the light ap	CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.		Y.SL.4.1.D Review the key ideas expressed and explain their own ideas and implementation in	remarks of others.	CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information and make the control of the control	CCSS_ELA-LITERACY_SL_4_1_B Follow agreed-upon rules for discussions and carry out assigned roles	topic to explore ideas under discussion.	CCSS.ELA-I ITERACY SI 4.1 A Come to discussions prepared begins to J	own clearly.	Interdisciplinary Connections: English Language Arts:	Unit litte: Place Value	
n of Directions, Student Redirection, Choice of Activities, Multi-	Be Kesponsible to Others	Guide and Lead Ciners		Produce Results	Manage Projects	and Accountability	Work Effectively in Diverse Teams	Interact with others	ross Cultural Skills	Be Self-directed Learners	Work Independently	Manage Goals and Time	d Self-Direction	3e Flexible	Adapt to Change	nd Adaptability		Ose also Ivianage information	re and Manage Information	s where informal discourse is appropriate ;use formal	velopment of main ideas or themas	propriate lacts and relevant, descriptive details to support		and formats, including visually, quantitatively, and orally.	discussion.	•	ments that contribute to the discussion and link to the			nat preparation and other information known about the		as and texts, building on others' ideas and expressing their			

Unit 1. Title: Place Value	
Standards:	line rame:
4.NBT.1	
4.NF.6	
4.NF.7	
4.NBT.2	
4.NBT.3	
4.NBT.5	
Enduring Understanding:	Essential Ouestions:
 Our number system is based on groups of tens. 	How does place value help represent the value of the second
 In a multi-digit number, a digit in one place represents ten times 	moss kinge said (ebiesell file Agide of himsels)
what it would represent in the place immediately to the right.	
Place value can be used to compare and order numbers.	
Students will	Demonstration of Learning:
 Understand foundations of and generalize about place value 	regisch Topic i Ferformance Assessment
 Extend counting sequence and read and write whole numbers 	
 Compare/order numbers 	
 Round numbers 	
 Compose and decompose numbers 	
Suggested Tasks and Activities	Technology Integration / Resources
 Math At Home Letters (McGraw-Hill: My Math Grade 4 – print from 	• SmartBoard
online)	https://grade4commoncoremath.wikisnaces.htms.org
 Watch video McGraw-Hill : My Math Grade 4 Chapter 1- Place Value (connected mcgraw-hill com) 	• https://smart.wikispaces.hcpss.org/Grade+4
 Review vocabulary words to show what they know – ten thousands 	www.edneiper.com
thousands, hundreds, tens, ones	www.ixi.com
 Am I Ready McGraw-Hill: My Math Grade 4 Chapter 1 	www.internetAclasses
 Problem of the Day; Common Core Quick Check (McGraw-Hill: My 	www.mathplayground.com
Math Grade 4 Chapter 1)	Www adaptedmind com
 Introduce vocabulary words from McGraw-Hill: My Math Grade 4 	Www softschools com
Chapter 1- Place Value: digit, expanded form, is equal to $(=)$, is	www.soliscilools.com
greater than (>), is less than (<), number line, period, place value	www.niaiacaueilly.com

- Create foldable for place value chart to make numbers up to the millions place.
- Use digit cards to create interactive experience building and rounding numbers.
- Make two sets of digits cards 0 9 including 2 commas. Create two teams and have them compete to correctly form the given number by arranging themselves accordingly.
- Using a place value chart, students will try to make the largest number possible. The teacher will roll a 10—sided die and students will place each digit into the chart when rolled. Once written down, the student cannot change placement. The student(s) with the largest number possible wins that round.
- Students will complete a table with column headings of standard, word, and expanded form. An example of each will be given in each row. Students will fill in table accordingly.

- www.superteacherworksheets.com
- www.enchantedlearning.com
- www.teacherspayteachers.com
- www.xtramath.org
- www.sumdog.com
- www.smartexchange.com
- www.teacherled.com

an supports, Hands-Un Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-	Leveled Questions, Extra Time, Technology Use
	Modifications for Various Learners: ESI, IFPs, SDAs, Giffed and Talonton, Vision
Be Responsible to Others	
 Guide and Lead Others 	o Information Literacy
o Leadership and Responsibility	Information, Media and Technology Skills
	* Apply Technology Effectively
* Manage Projects	Collaborate with Others
o Froductivity and Accountability	 Communicate Clearly
	 Communication and Collaboration
interact with others	 Solve Problems
	Make Judgments and Decisions
	u Use Systems Thinking
work independently	Reason Effectively
* wanage Goals and Time	 Critical Thinking and Problem Solving
ODDATIONAL OF THE PROPERTY OF	Implement Innovations
Distriction and policy in the state of the s	 Work Creatively with Others
a Paraph to Change	Think critically
- Instanting view to Change	o Creativity and Innovation
o Flexibility and Adantability	earning and innovation Skills
Life and Career Skills	A CONTRACT C
o ICT Literacy	21st Century Skills
 Use and Manage Information 	Global Awareness
	21st Century Themes:
ormal English (e.g., presenting ideas) and situations where informal discourse is appropriate ;use formal	English when appropriate to task and situations collects that call for formal english (e.g., presenting ideas)
reservations when appropriate to enhance the development of main ideas or themes.	CCSS EI A-I ITERACY SI A 6 Differentiate between contents that a life is
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The support of the su	main ideas or themes; speak clearly at an understandable pace.
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nformation presented in diverse media and formats, including visually, quantitatively, and orally.	CCCC ETA 1 ITEBACY OF A 2 Identification of a Text read aloud or information presented in diverse med
n their own ideas and understanding in light of the discussion.	CCSS EI A-I ITERACY SI A 7 Barrankers posti
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clarify or follow up on information and make the	CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or following on information
nd carry out assigned roles	CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles
the second submitted and second secon	topic to explore ideas under discussion,
CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material: explicitly draw on that propagation and attended to the control of the c	CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read
their series of their series and texts, building on others ideas and expressing their	own clearly.
	CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on
	Interdisciplinary Connections: English Language Arts:
	Unit Title: Addition and Subtraction
Grade Level : Fourth	Content Area: Mathematics
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www.warijanijajaygi.oujiu.com	 Am Ready McGraw-Hill: My Math Grade 4 Chapter 2
www.mrnussbaum.com	round, word form, estimate, sum
• www.softschools.com	 Review vocabulary words to show what they know difference
 www.k-5mathteachingresources.com 	Subtraction (connected,mcgraw-hill,com)
Calculator	
• SmartBoard	 Math At Home Letters (McGraw-Hill: My Math Grade 4 – print from online)
Technology Integration Resources	Suggested Tasks and Activities
party or give a donation to a charity they select.	 Use and explain strategies based on place value and properties of operations
	addition and subtraction
 Students add up how much money they will get for returning the cans and 	 Use and explain strategies based on the relationship between
one month and then compare their actual collections with their estimates	 Use algorithms to add and subtract
they collect each week. Students estimate how many they will collect in	Use estimation
	 Use mental arithmetic
 Students make posters to publicize a drive to collect cancand bottles 	 Compose and decompose numbers
success.	 Fluently add and subtract multi-digit numbers
Students create a drive to record case and battle	Students will
Demonstration of Learning	Knowledge and Skills:
	of larger whole numbers.
	in strategic ways. 3. Proficiency with basic facts aids action and account in
	Flexible methods of computation involve grouping numbers
4. What strategies can I use to add or subtract?	
Essential Questions:	1 Computation involves to line paretters in the contract of th
	4:ND1.3
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	A NRT A
	4.NBT.2
	4.NBT.4
Time riame;	Standards:
Time Come.	Unit 2. Title: Addition and Subtraction

Leveled Questions, Extra Time, Technology Use	_
Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Penhancing Chariffering, Sp. 1889.	
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21st Century Themes:	
English when appropriate to task and situation.	-
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CCSS_ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
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range of collaborative discussions with diverse partners on	
Interdisciplinary Connections: English Language Arts:	
Unit little: Multiplication and Division	
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Content Ares. Mathematica	

	•
	 Apply distributive property
	standard algorithm
	 Divide and fluently multiply multi-digit numbers using
	• Estimation
	• Interpret remainders
	 Interpret multiplication equations as comparisons
	of operations
	 Use and explain strategies based on place value and properties
arrays in which the chairs can be arranged.	multiplication and division
	 Use and explain strategies based on the relationship between
reading. They will arrange 24 chairs into 3 rows of chairs for a poetry	 Compose and decompose numbers
The fourth grade students are setting up rows of chairs for a poster.	Students will
Demonstration of Learning	Knowledge and Skills:
	 Quotients can be modeled, found, and estimated in multiple ways.
 write is the relationship between multiplication and division? 	numbers.
Michael The Company of the Comp	 Proficiency with basic facts aids computation and estimation of
How does division affect number?	variety of approaches.
• How can be constituted to the constitution of the constitution o	 Computation involves taking apart and combining numbers using a
How can I communicate multiplication:	value, arrays, models, Distributive Property, and by an algorithm.
How are multiplication and division related?	tetermined in a variety of ways including use of place
Essential Oriestions:	Enduring Understanding:
	4.NBT.3
	4.0A.3
	4.0A.2
	4.0A.1
	4.0A.4
	4.NBT.6
	4.NBT.5
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Time Frame:	Unit 3. Title: Multiplication and Division

Suggested Tasks and Activities

- Math At Home Letters (McGraw-Hill: My Math Grade 4 print from online)
- Watch video McGraw-Hill: My Math Grade 4 Chapter 3, 4, 5 and 6 Multiplication & Division (connected.mcgraw-hill.com)
- Review vocabulary words to show what they know divide, multiply, equation, factor, product, decompose, product, dividend, divisor, auotient
- Am I Ready McGraw-Hill: My Math Grade 4 Chapter 3, 4, 5, and 6
- Problem of the Day; Common Core Quick Check (McGraw-Hill: My Math Grade 4 Chapter 3, 4, 5 and 6)
- Introduce vocabulary words from McGraw-Hill: My Math Grade 4
 Chapter 3, 4, 5, and 6 Multiplication & Division: Associative Property
 of Multiplication, Commutative Property of Multiplication, decompose,
 dividend, divisor, fact family, factor, Identity Property of Multiplication,
 Distributive Property, partial products, regroup, operation, compatible
 numbers, partial quotients, remainder
- Create foldable to provide practice with factors and multiples of whole numbers; create a foldable to provide four representations for multiplying whole numbers; create a foldable to provide practice with estimating products; create a foldable to practice with dividing by a one-digit number and the steps students should follow as they work through the examples.
- Use base ten blocks to model multiplication and division
- Use counters to model different arrays
- Draw rectangles with different dimensions to model different arrays

Technology Integration/ Resources:

- Smartboard
- Calculators
- www.k-5mathteachingresources.com
- www.softschools.com
- www.mrnussbaum.com
- www.illuminations.nctm.org
- www.mathplayground.com
- www.xtramath.org

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main ideas or themes: speak clearly at an understandable manner, using appropriate facts and relevant, descriptive details to support	
CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story or recount an experience in an experience i	
CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular noints	
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CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
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topic to explore ideas under discussion.	
CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material: explicitly draw on that propagation and the state of the state	
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Interdisciplinary Connections: English Language Arts:	
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Standard and Cumulative Progress Indicators: 4.NF.6	
4.NF.6	line rame:
7 27 4	
4:NT:H	
4.NF.5	
4.NF.3b	
4.NJ.4a	
4.NF.4b	
4.NF.2	
4.0A.4	
4.NF.3c	
4.NF.3d	
4.NF.4	
4.NF,4c	
Enduring Understanding:	Essential Questions:
nodeled, compared, and ordered.	 How can different fractions name the same amount?
 The same fractional unit can be represented by an infinite set of different but equivalent fractions. 	 How can I use operations to model real-word problems?
 When adding or subtracting with like denominators, you are adding or 	
subtracting portions of the same size.	
 When we multiply one number by another, we may get a product 	
bigger than the original number, smaller than the original number, or equal to the original number.	
	Demonstration of Learning
Students will	
Greatest Common Factor	Task – Cynthia's Perfect Punch
 Least Common Multiple 	Cynthia is making her famous "Perfect Punch" for a party. After looking
 Represent fractions on a number line 	through the recipe, Cynthia knows that she needs to mix 4.5/8 gallons
 Equivalent fractions 	of fruit juice concentrate with 3 7/8 gallons of sparkling water
 Unit fractions 	Just as she is about to get started she realizes that she only has one 10-
 Compare and order fractions 	gallon container to use for mixing. Will this container be big enough to
 Find factor pairs and multiples 	hold all the ingredients?
 Prime and composite numbers 	How much punch will this recipe make?
Simplest form	

- Create foldable to practice representing fractions in different ways;
 create foldable to provide practice with adding, subtracting, and
 multiplying fractions.
- Fraction strips to show equivalent fractions or compare fractions
- Use a ruler to show equivalent fractions
- Draw models to represent equivalents or show comparisons
- Using tenths and hundredths charts to represent equivalents or show comparisons
- Index cards with fractions for students to play "memory" to find equivalent matches
- Fraction strips to create mixed numbers or decompose mixed numbers
- Hundreds Chart to highlight multiples
- Hundreds Chart to find prime numbers from 2-100
- Work with fraction bars and other fraction manipulatives
- Model factor pairs using rectangular arrays on graph paper or counters
- Create T-charts to list all factors to determine GCF
- Use a multiplication chart to model equivalent fractions

Leveled Questions, Extra Time, Technology Use	Leveled Questions, Extra Time, Technology Use
	Modifications for Various I compare to
	o Information Literacy
	 Information, Media and Technology Skills
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main ideas or themes; speak clearly at an understandable pace.	main ideas or themes; speak clearly
CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and release.	CCSS.ELA-LITERACY.SL.4.4 Report o
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CC35.ECA-LITERACT.3L.4.2 raraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and grally	CC33:ELA-LITERACT.3L.4.2 Paraphra
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ngage effectively in a range of collaborative discussions with diverse partners on	CCSS.ELA-LITERACY.SL.4.1 Engage
English Language Arts:	Interdisciplinary Connections: English
	Unit Title: Decimals
tics Grade Level : Fourth	Content Area: Mathematics
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Math Curriculum K-8	

Unit 5. litle: Decimals	Time Frame:
Standards:	
4.NF.6	
4.NF.5	
4.NF.7	
Enduring Understanding:	Essential Ouestions:
 Place value is based on groups of ten. 	How are fractions and decimals related?
 Fractions and decimals express a relationship between two numbers. 	
 Fractions and decimals can be used to name the same number. 	
Knowledge and Skills:	Demonstration of Loarning.
Students will	of idented in the state of the
 Understand decimal notation 	Create a noster that shows a picture of each itom being cold with the wife of
 Write fractions as decimals 	the item below it. Have students arrange the nictures of the items to the price of
 Compare and order decimals 	are in order from least to greatest price.
 Add decimals 	Pearson Topic 12 Performance Assessment – Design a clay coaster and
 Represent decimals on a number line 	determine how much clay they need for it.
Suggested Tasks and Activities:	Technology Integration / Resources:
 Math At Home Letters (McGraw-Hill: My Math Grade 4 – print from online) 	• SmartBoard
 Watch video McGraw-Hill: My Math Grade 4 Chapter 10 – Fractions and 	Calculator
Decimals (connected.mcgraw-hill.com)	 www.k-5mathteachingresources.com
 Review vocabulary words to show what they know – equivalent, fraction, place value 	• www.softschools.com
 Am I Ready McGraw-Hill: My Math Grade 4 Chapter 10 – Fractions and Decimals 	www.decimalsquares.com
 Problem of the Day; Common Core Quick Check (McGraw-Hill: My Math Grade 4 Chapter 10) 	
 Introduce vocabulary words from McGraw-Hill: My Math Grade 4 Chapter 10 Fractions & Decimals: decimal, hundredth, tenth 	
 Create foldable to practice modeling tenths 	
 Use tenths and hundredths place-value charts to find equivalents or show 	
Companyons	
 Draw models to represent tenths and hundredths 	
 Index cards with decimal notation and tenths and hundredths grid models for 	
Relate decimals to manage disconnections	
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Modifications for Various Learners: ESL, IEPs, 504s, Gifted and Talented: Visual Supports, Hands-On Activities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-Leveled Questions, Extra Time, Technology Use 21st Century Skills: 21st Century Themes: English when appropriate to task and situation. CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their Unit Title: Algebraic Representation Content Area: Mathematics main ideas or themes; speak clearly at an understandable pace CCSS.ELA-LITERACY.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. remarks of others. ${\sf CCSS.ELA-LITERACY.SL.4.1.B}$ Follow agreed-upon rules for discussions and carry out assigned roles. CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the Interdisciplinary Connections: English Language Arts: CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the topic to explore ideas under discussion. <u> CCSS.ELA-LITERACY.SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support CSS.ELA-LITERACY.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate ;use formal SS.ELA-LITERACY.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes Global Awareness Information, Media and Technology Skills Learning and Innovation Skills 0 0 Information Literacy Critical Thinking and Problem Solving Communication and Collaboration Creativity and Innovation Communicate Clearly Collaborate with Others Solve Problems Make Judgments and Decisions Implement Innovations Work Creatively with Others Think critically Access and Evaluate Information Apply Technology Effectively Use Systems Thinking Reason Effectively Grade Level: Fourth Life and Career Skills 0 o o o 0 Productivity and Accountability Social and Cross Cultural Skills Flexibility and Adaptability ICT Literacy Leadership and Responsibility Initiative and Self-Direction Be Responsible to Others Be Self-directed Learners Guide and Lead Others **Produce Results** Work Effectively in Diverse Teams Work Independently Be Flexible Adapt to Change Use and Manage Information Manage Projects Interact with others Manage Goals and Time

ables Technology Integration / Resources:	
abies	Suggested Tasks and Activities
abies	 Apply properties of operations
ables	Identify and generate nonnumeric patterns
	 Write and evaluate expressions involving variables
	 Write and evaluate numerical expressions
ord problems	 Write and solve multiplication and division word problems
	 Order of operations
	Write and solve number sentences/equations
	 Determine the unknown/variable
	 Assess the reasonableness of answers by rounding and estimating
	 Solve addition and subtraction word problems
(https://smart.wikispaces.hcpss.org/Grade+4) select Assessing 1 OA E +hcm	Identify/Generate/Explain patterns
	Students will
Demonstration of Learning	Knowledge and Skills:
ships.	 Mathematical expressions represent relationships.
	outlined in the rules of Order of Operations.
	 Numerical expressions must be evaluated according to the hierarchy
Essential Questions:	Enduring Understanding:
	4.NBT.5
	4.0A.1
	4.0A.2
	4.NBT.6
	4.NBT.3
	4.0A.3
	4.0A.5
	4.NBT.4
	4.NBT.1
	Standards:
Time Frame:	Unit 6. Title: Algebraic Representation

- Sequences (connected.mcgraw-hill.com) Watch video McGraw-Hill : My Math Grade 4 Chapter 7 -- Patterns & www.softschools.com www.k-5mathteachingresources.com
- Review vocabulary words to show what they know equation operations, unknown
- Am I Ready McGraw-Hill: My Math Grade 4 Chapter 7 Patterns and
- Math Grade 4 Chapter 7) Problem of the Day; Common Core Quick Check (McGraw-Hill: My
- Introduce vocabulary words from McGraw-Hill: My Math Grade 4 numeric pattern, output, pattern, rule sequence, term Chapter 7 – Patterns & Sequences: input, nonnumeric pattern,
- Create foldable to provide practice with input/output tables.
- Use connecting cubes/symbols/pattern blocks to model patterns

- www.aaastudy.com
- https://smart.wikispaces.hcpss.org/Grade+4
- www.mathplayground.com

ng, Clarification of Directions, Student Redirection, Choice of Activities, Multi-	504s, Gifted and Talented : Visual Supports, Hands-On Activities, Rephrasi	Modifications for Various Learners: ESL, IEPs, Leveled Questions, Extra Time, Technology Use
Be Responsible to Others	Access and Evaluate Information	
* Guide and Lead Others	Information Literacy	o Info
Leadership and Responsibility	Information, Media and Technology Skills	 Information, M
Produce Results	Apply Technology Effectively	
Manage Projects	" Collaborate with Others	
Productivity and Accountability	* Communicate Clearly	
Work Effectively in Diverse Teams	oration	o Com
Interact with others	* Solve Problems	
Social and Cross Cultural Skills	Make Judgments and Decisions	
Be Self-directed Learners	ing	
work independently	Reason Effectively	
* Wanage Goats and Time	Critical Thinking and Problem Solving	o Criti
Initiative and Self-Direction	" Implement innovations	
be riexible	ly with Others	
" Adapt to Change	Think critically	
riexibility and Adaptability	Creativity and Innovation	o Crea
ELECTIVATION OF THE PROPERTY O		 Learning and Innovation Skills
Chyper Chille	• Life and	21st Century Skills:
		 Global Awareness
Use and Manage Information		zı" century inemes:
erra committee and an analysis	English when appropriate to task and situation.	English when approp
and either into where informal discourses in assessment the formal	n contexts that call for formal English (e.g., presenting ideas)	CCSS.ELA-LITERACY.S
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Company of the second s	main ideas or themes; speak clearly at an understandable pace.	main ideas or themes
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in light of the discussion.		CCSS.ELA-LITERACY.S
	CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and implementanding in	CCSS.ELA-LITERACY.S
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	CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles	CCSS.ELA-LITERACY.S
and the second s		topic to explore ideas under discussion.
V draw on that proparation and other information.	CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material: explicitly	CCSS.ELA-LITERACY.S
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grade A topics and touts building and a	range of collaborative discussions with diverse partners on	CCSS.ELA-LITERACY.S
THE PERSON NAMED IN COLUMN NAM	Interdisciplinary Connections: English Language Arts:	Interdisciplinary Conne
	The second secon	Unit Title: Measurement
Fourth	Grade Level : I	Content Area: Mathematics
	The state of the s	
	Math Curriculum K-8	

Unit 7. Title: Measurement	Time Frame:
Standard and Cumulative Progress Indicators: 4.MD.1	
4.MD.2	
4.MD.3	
Enduring Understanding:	Essential Questions:
 Measurement problems can be represented and solve using models. 	 Why do we convert measurements?
 Objects have distinct attributes that can be measured. 	 How can conversion of measurements help me solve real-world problems?
 Standard units provide common language for communication. 	Why is it important to measure perimeter and area?
The choice of measurement tool depends on the measurable	
attribute and degree of precision desired.	
Knowledge and Skills:	Demonstration of Learning
Students will	
 Measure to half and quarter of an inch 	(https://smart.wikispaces.hcpss.org/Grade+A) select Assessing A MD A thom
 Measure to eighth of an inch 	select Task Assessment 1
 Estimate using customary and metric units of lengths 	Using the Howard County Schools link
 Know measurement equivalencies within a measurement system 	(https://smart.wikispaces.hcpss.org/Grade+4), select Assessing 4 MD 1 then
 Convert customary and metric units of lengths 	select Assessment 3
Measure perimeter	 Using the Howard County Schools link
 Apply the formula for perimeter 	(https://smart.wikispaces.hcpss.org/Grade+4), select Assessing 4.MD.3 then
 Use concepts of area to measure area 	select Assessment
 Apply the formula for area 	
 Relate area and perimeter 	
 Estimate metric units of capacity 	
 Convert metric units of capacity 	
 Estimate customary units of capacity 	
 Covert customary units of capacity 	
Estimate metric units of mass	
 Estimate customary units of weight 	
 Convert customary units of weight 	
 Convert metric units of mass 	
 Convert Units of Time 	

Suggested Tasks and Activities:

- Math At Home Letters (McGraw-Hill: My Math Grade 4 print from online)
- Watch video McGraw-Hill: My Math Grade 4 Chapter 11, 12, and 13 (connected.mcgraw-hill.com)
- Review vocabulary words to show what they know estimate, length, time, weight, capacity, length, product
- Am I Ready McGraw-Hill: My Math Grade 4 Chapter 11, 12, and 13: Customary Measurement, Metric Measurement, and Area & Perimeter
- Problem of the Day; Common Core Quick Check (McGraw-Hill: My Math Grade 4-Chapter 11, 12, and 13)
- Introduce vocabulary words from McGraw-Hill: My Math Grade 4 Chapter 11, 12, and 13: capacity, convert, cup, customary system, fluid ounce, foot, gallon, line plot ounce, pint, pound, mile, quart, second, ton, weight, yard, centimeter, gram, kilogram, kilometer, liter, mass, meter, metric system, milliliter, millimeter, area, perimeter, square unit, unit square
- Create foldable to practice with conversion of measurements within the customary system of measurement; create foldable to practice with the metric system of measurement; create foldable to practice with applying the perimeter and area formulas for rectangles and squares.
- Use tools to measure items in the classroom.
- Find benchmarks that are meaningful in estimating units. (i.e. inchfinger part).
- Use clocks to solve elapsed time problems.
- Construct schedules.

Technology Integration/ Resources:

- SmartBoard
- www.k-5mathteachingresources.com
- www.softschools.com
- www.math-drills.com

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 www.illuminations.nctm.org 	THE REAL PROPERTY OF THE PROPE
 www.k-5mathteachingresources.com 	from online)
SmartBoard	 Math At Home Letters (McGraw-Hill: My Math Grade 4 – print
Technology Integration/ Resources:	Suggested lasks and Activities
	ailviowii ailgies
	inknown and subtraction problems to determine measures of
	Recognize angle measures as additive
	Measure and draw angles
	 Classify angles by their attributes
map legends.	 Explore angles of two-dimensional shapes
map accordingly. This can be tied into Social Studies using map skills and	 Identify lines of symmetry/symmetric figures
certain geometric terms such as shapes, lines, and angles. Students will label	two-dimensional figures
 Geometry Town — Have students create a man of a town which includes 	 Draw and identify points, lines, line segments, rays, and angles in
	attributes
Pearson Topic 9 Performance Assessment	Identify, describe, and classify triangles and quadrilaterals by their
Demonstration of Learning	Students will
	Knowledge and Skille:
	 The measure of an angle depends on the fraction of a circle cut off by its rays.
	 Transforming an object does not affect its attributes.
	 Polygons can be described and classified by their sides and angles.
	attributes.
 How are different ideas about geometry connected? 	 Objects can be described and compared using their geometric
	Point, line, and plane are the foundations of geometry.
Essential Ouestions:	Enduring Understanding:
	4.MD.7
	4.MD.6
	4.MD.5
	4.G.3
	4,G.2
	4.G.1
	Standards:
Time Frame:	Unit 8. Title: Geometry

- Watch video McGraw-Hill: My Math Grade 4 Chapter 14—Geometry (connected.mcgraw-hill.com)
 Introduce vocabulary words from McGraw-Hill: My Math Grade 4 Chapter 14- Geometry: acute angle, acute triangle, angle, degree, endpoint, intersecting, line, line of symmetry, line segment, line symmetry, obtuse angle, obtuse triangle, one-degree angle, parallel, parallelogram, perpendicular, point, ray, rectangle,
- rhombus, right angle, right triangle, square, trapezoid
 Review vocabulary words to show what they know rectangle, square, triangle
- Create foldable to practice with measuring and classifying angles.
- Use manipulative to explore shapes
- Have students go on a scavenger hunt and locate shapes within/outside the school.

- www.mathplayground.com
- http://nlvm.usu.edu/en/nav/vlibrary.html

tivities, Rephrasing, Clarification of Directions, Student Redirection, Choice of Activities, Multi-	Leveled Questions, Extra Time, Technology Use
* Be Responsible to Others	Access and Evaluate Information
* Guide and Lead Others	o Information Literacy
c Leadersnip and Responsibility	 Information, Media and Technology Skilis
	 Apply Technology Effectively
Manage Projects	Collaborate with Others
Froductivity and Accountability	Communicate Clearly
	 Communication and Collaboration
Interact with others	s Solve Problems
o social and Cross Cultural Skills	Make Judgments and Decisions
	" Use Systems Thinking
work independently	* Reason Effectively
* wanage Goals and Time	 Critical Thinking and Problem Solving
unimative and Self-Direction	 Implement innovations
	Work Creatively with Others
- weept to change	 Think critically
C residinty and Adaptability	o Creativity and Innovation
S	• Learning and innovation Skills
• life and Canaca Cull.	er century akilist
o ICT liferary	11th Construct Award Firess
▼ Use and Manage Information	e Giphal Awareness
propriate to enhance the development of main ideas or themes. esenting ideas) and situations where informal discourse is appropriate ;use formal	CCSS.ELA-LITERACY.SI. 4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.
C. Summed mailiner, using appropriate facts and rejevant, descriptive details to support	main ideas or themes; speak clearly at an understandable pace. CCSS.ELA-LITERACY SI 4.5 And andio recordings and visual disclass.
norganized manner using appropriate features.	CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized many
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	CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and explain their own ideas
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se partners on grade 4 topics and texts, building on others! ideas and expressing their	CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their CCSS ELA-LITERACY ST. 4.4.5.
	Interdisciplinary Connections: English Language Arts:
TO SERVICE SER	Unit Title: Data
Grade Level · Fourth	Content Area: Mathematics

Unit 9 Title: Data	The state of the s
Standards:	Time Frame:
4.MD.4	
Enduring Understanding:	Essential Questions:
A line plot organizes data on a number line and is useful for showing	• now can data be represented?
visually flow a Set of Gata Is distributed.	
 The type of graph used is influenced by the kind of data and the 	
function of the graph.	
Knowledge and Skills:	Demonstration of Learning
 Organize, represent, and interpret data 	County Schools link /https://creat.it
 Generate data in fractions of an inch 	Select Assessing 4.MD.4 then select Task Assessment 1
 Make line plots using generated linear measurement data 	Select I day Appendig 1
 Solve addition and subtraction of fractions problems involving line plot analysis 	
Suggested Tasks and Activities	Technology into position / D
 Math At Home Letters (McGraw-Hill: My Math Grade 4 – print from 	www.k-5mathteachingresources:
online)	WAWAW illuminations notes on Castolli
 McGraw-Hill: My Math Grade 4 Chapter 11 Lesson 8 — Display 	www.iiwiiiilacolis.ilcciii.Olg
Measurement Data in a Line Plot (connected mcgraw-hill.com)	
 Note – Standards and activities are also addressed in previous topics 	
Measure objects to nearest ½, ¼, 1/8 inch. Display data in line plot.	
· ·	