

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 4 Mathematics

Adopted Month Day, Year

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Unit 1 - Module A

Unit Title: Mathematics – Place Value and Operations with Whole Numbers – Unit 1 – Module A

Grade level: Grade 4

Timeframe: 15 Days

Rationale

Grade 4 – Place Value and Operations with Whole Numbers - Unit 1, Module A

Unit 1 focuses on place value and builds on learners' prior work reading and writing numbers using base-ten numerals, number names, and expanded form. Learners go beyond representing numbers to 1000 to representing any whole number in any of these forms. They use these understandings to round numbers to any place.

Having been introduced to multiplication and division in grade 3, grade 4 learners use these understandings to find factor pairs and to determine whether one whole number is a multiple of another one-digit number. They deepen their understanding of multiplication and relationships to represent verbal statements of multiplicative comparisons as multiplication equations. The continue to solve multistep word problems and extend that skill to interpreting problems for which the remainder must be interpreted. Learners represent these problems using equations with a variable. They use both mental computation and estimation strategies to assess the reasonableness of their answers.

In grade 3, learners' experiences developed fluency for addition and subtraction within 1000. They demonstrated fluency using various strategies and algorithms based on place value or properties of operations. In grade 4, students become fluent with the standard algorithm for addition and subtraction for any multi-digit whole numbers.

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

Essential Questions

- How do we 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?
- How do we read and write multi-digit whole numbers using base ten numerals, number names, and expanded form?
- How do we compare two multi-digit numbers based on means of the digits in each place using $>$, $=$, and $<$ symbols to record the results of comparisons?
- How do we use place value understandings to round multi-digit whole numbers to any place?

- How do we fluently add and subtract multi-digit whole numbers using the standard algorithm?.

Standards

Standards (Taught and Assessed):

4.NBT.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.
For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

4.NBT.A.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.

4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.

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

Key:	Major Cluster	Supporting Cluster	Additional Cluster
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Highlighted Career Ready Practices and 21st Century Themes/Skills

- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

Social-Emotional Learning Competencies

- Self-Awareness —
- Self-Management ■
- Social Awareness ■
- Relationship Skills ■
- Responsible Decision-Making ■



Instructional Plan

Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections		
Iready Unit Summative Assessment	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. At risk:Individualized as needed	Formative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
	IEP/504: Modifications/ Accommodations as stated in IEP		

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT We are learning to/that	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
4.NBT.A.1 – WALT recognize that a digit represents 10 times the value of what it represents in the place value to its right	Think about what I know/what I have learned about: <ul style="list-style-type: none"> • place value positions of whole numbers to one million • the value of each digit in a given number to one million • multiplying by 10 increases a number's value and shifts its place one position to 	<ul style="list-style-type: none"> • Iready • Spiral Review • Do Now • Standards Assessment • GO Math standards assessment 	Activities: <ul style="list-style-type: none"> • Complete corresponding GO Math lesson. • Standards based hands on activity Online Resources: <ul style="list-style-type: none"> • Iready.Com • ThinkCentral.com • Nearpod Lessons • <u>Virtual Nerd</u> 	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments. At risk:Individualized as

	<p>the left</p> <ul style="list-style-type: none"> strategies for multiplying by 10 the relationship of the place value positions in whole numbers to one million a digit in one place represents 10 times what it represents in the place to its right <p>Essential Vocabulary: base ten system place value place value positions (hundreds, ten thousands, millions, etc.)</p>		<p>4.NBT.A.1</p> <ul style="list-style-type: none"> Learn Zillion Video Lessons Study Jams - Place Value Visualizing Large Numbers Khan Academy - Questions and Video Lessons Place Values Convert Between Place Values Place Value Number Line 	<p>needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
<p>4.NBT.A.2 – WALT read and write multi digit whole numbers in base-ten numerals, word, and expanded form</p>	<p>Think about what I know/what I have learned about:</p> <ul style="list-style-type: none"> place value positions to the millions place value of a digit in a given number up to one million correctly reading the symbols $<$, $>$, and $=$ comparing two numbers up to one million using the symbols $<$, $>$, and $=$ to record the correct relationship between two numbers up to one million reading whole numbers up to one 	<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 	<p>Activities:</p> <ul style="list-style-type: none"> Complete corresponding GO Math lesson. Standards based hands on activity <p>Online Resources:</p> <ul style="list-style-type: none"> Iready.Com ThinkCentral.com Nearpod Lessons Virtual Nerd - 4.NBT.A.1 Learn Zillion - Read, write, and compare multi-digit whole numbers Learn Zillion - Understand place 	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
<p>4.NBT.A.2 – WALT compare two multi digit numbers based on place value using $<$, $>$, $=$, to record the results of the comparison</p>		<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 		

<p>million in base-ten numerals, expanded, and word form</p> <ul style="list-style-type: none"> writing whole numbers up to one million in base-ten numerals, expanded, and word form 	<p>million in base-ten numerals, expanded, and word form</p> <ul style="list-style-type: none"> writing whole numbers up to one million in base-ten numerals, expanded, and word form <p>Essential Vocabulary: <i>equal, =</i> <i>expanded form</i> <i>greater than, ></i> <i>less than, <</i> <i>numeral</i> <i>place value positions (ten thousands, millions, etc.)</i></p>	<p>value in terms of word forms</p> <ul style="list-style-type: none"> Study Jams - Expanded Notation Study Jams - Ordering Whole Numbers Khan Academy – Questions and Video Lessons Place Value Word Names for Numbers Compare Numbers Addition Patterns over Increasing Place Values Inequalities with Multiplication Inequalities with Division Inequalities - Addition, Subtraction, Multiplication & Division Comparing Numbers 	<p>Activities:</p> <ul style="list-style-type: none"> Complete corresponding GO Math lesson. Standards based hands on activity <p>Online Resources:</p> <ul style="list-style-type: none"> Iready.Com ThinkCentral.com 	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>
<p>4.NBT.A.3 – WALT round multi-digit numbers to any place using place value understanding</p>	<p>Think about what I know/what I have learned about:</p> <ul style="list-style-type: none"> whole numbers from zero to one million. the names and values of the digits in any given place value position up to one million. the rules for rounding to any selected place value up to one million, 	<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 	<p>Activities:</p> <ul style="list-style-type: none"> Complete corresponding GO Math lesson. Standards based hands on activity <p>Online Resources:</p> <ul style="list-style-type: none"> Iready.Com ThinkCentral.com 	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>

	<p>beyond just the leading digit.</p> <ul style="list-style-type: none"> determining whether the digit being rounded goes up by one or stays the same based on the value of the digit to the right. using place value models to reason about numbers. <p>Essential Vocabulary: <i>estimate</i> <i>place</i> <i>place value positions (hundred thousand, million, etc.)</i> <i>round/rounding</i> <i>ten thousand</i> <i>value</i> <i>whole number</i></p>		<ul style="list-style-type: none"> Nearpod Lessons Learn Zillion - Round multi-digit whole numbers to any place Study Jams - Estimating Whole Numbers Khan Academy – Questions and Video Lessons Rounding Estimate Sums Estimate Sums: Word Problems Estimate Differences Estimate Differences: Word Problems Estimate Products Estimate Products II Divide by 1-Digit Numbers: Estimate Quotients Estimate Quotients Place Value 	<p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
<p>4.NBT.B.4 – WALT add multi-digit whole numbers using the standard algorithm working towards accuracy and efficiency</p>	<p>Think about what I know/what I have learned about:</p> <ul style="list-style-type: none"> basic addition facts. basic subtraction facts. how to add with regrouping. how to subtract with regrouping. understanding how the base ten system works. connect the standard algorithm for addition and subtraction to strategies based on place value and/or non-standard algorithms. explain how and why 	<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 	<p>Activities:</p> <ul style="list-style-type: none"> Complete corresponding GO Math lesson. Standards based hands on activity <p>Online Resources:</p> <ul style="list-style-type: none"> Iready.Com ThinkCentral.com Nearpod Lessons Learn Zillion - Adding & Subtracting Study Jams - Adding & Subtracting Study Jams – Adding 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
<p>4.NBT.B.4 – WALT subtract multi-digit whole numbers using the standard algorithm working towards accuracy and efficiency</p>		<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 		

	<p>the standard algorithm for addition and subtraction works.</p> <ul style="list-style-type: none"> • checking my answer for reasonableness. • adding or subtracting using the standard algorithm. <p>Essential Vocabulary:</p> <p><i>addition algorithm difference inverse operation regrouping standard algorithm subtraction sum</i></p>		<ul style="list-style-type: none"> • <u>Study Jams – Subtracting</u> • <u>Virtual Nerd - Adding & Subtracting</u> • <u>Khan Academy – Questions and Video Lessons</u> • <u>Add Numbers up to Millions</u> • <u>Add Numbers up to Millions: Word Problems</u> • <u>Addition: Fill in the Missing Digits</u> • <u>Add 3 or More Numbers up to Millions</u> • <u>Choose Numbers with a Particular Sum</u> • <u>Subtract Numbers up to Millions</u> • <u>Subtract Numbers up to Millions: Word Problems</u> • <u>Subtraction: Fill in the Missing digits</u> • <u>Choose Numbers with a Particular Difference</u> 	
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Benchmark Assessment 1

<p>Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p><i>I-Ready</i> <i>GO Math</i> <i>Ed-Connect</i> <i>District Grade Level</i> <i>Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Benchmark Assessment 2

<p>Benchmark Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p><i>I-Ready</i> <i>Go-Math</i> <i>Ed-Connect</i> <i>District Grade Level</i> <i>Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

<p>Summative Assessment</p>	<p>Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections</p>
<p><i>Ed-Connect</i> <i>District Grade Level</i> <i>Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p>

	IEP/504: Modifications/ Accommodations as stated in IEP
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>Ed-Connect</i> <i>District Grade Level Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Unit 1 - Module B

Unit Title: Mathematics – Place Value and Operations with Whole Numbers – Unit 1 – Module B

Grade level: Grade 4

Timeframe: 15 days

Rationale

Grade 4 – Place Value and Operations with Whole Numbers - Unit 1, Module A

Unit 1 focuses on place value and builds on learners' prior work reading and writing numbers using base-ten numerals, number names, and expanded form. Learners go beyond representing numbers to 1000 to representing any whole number in any of these forms. They use these understandings to round numbers to any place.

Having been introduced to multiplication and division in grade 3, grade 4 learners use these understandings to find factor pairs and to determine whether one whole number is a multiple of another one-digit number. They deepen their understanding of multiplication and relationships to represent verbal statements of multiplicative comparisons as multiplication equations. They continue to solve multistep word problems and extend that skill to interpreting problems for which the remainder must be interpreted. Learners represent these problems using equations with a variable. They use both mental computation and estimation strategies to assess the reasonableness of their answers.

In grade 3, learners' experiences developed fluency for addition and subtraction within 1000. They demonstrated fluency using various strategies and algorithms based on place value or properties of operations. In grade 4, students become fluent with the standard algorithm for addition and subtraction for any multi-digit whole numbers.

Note: Double asterisks (**) indicate that the example(s) included within the New Jersey Student Learning Standard may be especially informative when considering the Student Learning Objective.

Essential Questions

- How do we generate a number or shape pattern that follows a given rule?
- How do we find factor pairs?
- How do we interpret a multiplication equation as a comparison?
- How do we multiply or divide to solve word problems?
- How do we solve multistep word problems?

Standards

Standards (Taught and Assessed):

- 4.OA.C.5** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *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.*
- 4.OA.B.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.
- 4.OA.A.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.
- 4.OA.A.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.
- 4.OA.A.3** 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.

Key:

Major Cluster

Supporting Cluster

Additional Cluster

Highlighted Career Ready Practices and 21st Century Themes/Skills

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.2 Evaluate available resources that can assist in solving problems.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee. ◎
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation. ☐
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ☐
- CRP11. Use technology to enhance productivity. ☐

Social-Emotional Learning Competencies

- Self-Awareness ■
- Self-Management ■
- Social Awareness ■
- Relationship Skills ■
- Responsible Decision-Making ■

Instructional Plan



Pre-Assessment and Reflection

Pre-Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>I-Ready</i> <i>GO Math</i> <i>Ed-Connect</i> <i>District Grade Level</i> <i>Created</i></p>	<p>ELL::Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

SLO – WALT	Student Strategies	Formative Assessment	Activities and Resources	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p>4.OA.C.5 – WALT generate a number or shape pattern that follows a given rule</p>	<p>Think about what I know/what I have learned about:</p> <ul style="list-style-type: none"> a pattern follows a rule. a pattern repeats. observations and generalizations about patterns. 	<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 	<p>Activities:</p> <ul style="list-style-type: none"> Complete corresponding GO Math lesson. Standards based hands on activity <p>Online Resources:</p> <ul style="list-style-type: none"> Iready.Com ThinkCentral.com Nearpod Lessons Khan Academy Learn Zillion Video Lessons Sequence by Multiplying 	<p>ELL::Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/</p>
<p>4.OA.C.5 – WALT identify the features of a pattern that are not explicit in the rule</p>	<ul style="list-style-type: none"> identifying the given rule of a pattern. using tools to extend a pattern. creating or continuing a number or shape pattern after being given a rule. 	<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards 		

	<p>Essential Vocabulary</p> <p><i>features</i> <i>pattern</i> <i>rule</i> <i>sequence</i></p>	<p>assessment</p>	<ul style="list-style-type: none"> • Missing Terms of a Sequence • Finding a Patterns with Tables • Write a Rule for a Pattern • Study Jams - Number Patterns • Study Jams - Geometric Patterns • Online Math Manipulatives 	<p>Accommodations as stated in IEP</p>
<p>4.OA.B.4 – WALT find all factors pairs for a whole number in the range 1 through 100</p>	<p>Think about what I know/what I have learned about:</p> <ul style="list-style-type: none"> • multiplication and division facts through 10 (products to 100). • a factor is a number being multiplied. • a multiple is the product of two factors. • a product is a multiple of each of its factors. • a prime number has exactly two factors - one and itself. • a composite number has three or more factors. • identifying a number that is a multiple of a given one digit number. • finding all factor pairs for whole numbers in the range 1-100. 	<ul style="list-style-type: none"> • Iready Spiral Review • Do Now Standards Assessment • GO Math standards assessment 	<p>Activities:</p> <ul style="list-style-type: none"> • Complete corresponding GO Math lesson. • Standards based hands on activity <p>Online Resources:</p> <ul style="list-style-type: none"> • Iready.Com • ThinkCentral.com • Nearpod Lessons • Khan Academy • Prime and Composite Numbers • Multiples • Inverse Operations • Prime Factorization • Learn Zillion Video Lessons • Khan Academy Questions and Video Lessons • Pan Balance Numbers - Balance equations • Factor Trail Game - Printable board game • Online Multiplication 	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
<p>4.OA.B.4 – WALT recognize that a whole number is a multiple of each of its factors</p>		<ul style="list-style-type: none"> • Iready Spiral Review • Do Now Standards Assessment • GO Math standards 		

<p>4.OA.B.4 – WALT determine whether a given whole number is a multiple of a given one-digit number in the range 1 through 100</p>	<ul style="list-style-type: none"> identifying prime or composite numbers. <p>Essential Vocabulary</p> <p><i>composite</i> <i>divide/division</i> <i>factor</i> <i>factor pairs</i> <i>multiple</i> <i>multiply/multiplication</i> <i>prime</i> <i>product</i></p>	<p>assessment</p> <ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 	<ul style="list-style-type: none"> Games Factor Tree Factor Feeder Factor Quiz I Factor Quiz II 	
<p>4.OA.B.4 – WALT determine whether a given whole number is prime or composite in the range 1 through 100</p>		<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 		
<p>4.OA.A.1 – WALT interpret multiplication equations as a comparison statement</p>	<p><i>I understand situations of multiplicative comparison. I know how to read a multiplication equation. I know strategies to solve multiplication problems. I know the ratio is constant in a multiplicative comparison. I understand what an additive comparison is.</i></p>	<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 	<p>Activities:</p> <ul style="list-style-type: none"> Complete corresponding GO Math lesson. Standards based hands on activity <p>Online Resources:</p> <ul style="list-style-type: none"> Iready.Com ThinkCentral.com Nearpod Lessons Khan Academy - Questions and Video Lessons Missing Factors Multiplicative Comparisons Learn Zillion - Understand 	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
<p>4.OA.A.1 – WALT represent verbal comparison statements as multiplication equations</p>	<p><i>I know strategies to solve multiplication and division problems. I know multiplication and division are inverse operations.</i></p> <p>Essential Vocabulary</p> <p><i>equation</i></p>	<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 		

<p><i>factor interpret multiple multiplicative comparison product</i></p>	<p><i>Think about what I know/what I have learned about:</i></p> <ul style="list-style-type: none"> • situations of multiplicative comparison • how to read a multiplication equation • about strategies to solve multiplication problems 	<ul style="list-style-type: none"> • Iready Spiral Review • Do Now Standards • Assessment GO Math standards assessment 	<p>multiplicative comparison by comparing it to additive comparison</p> <ul style="list-style-type: none"> • <u>Multiplicative Comparisons</u> • <u>4.OA.A.1 and 4.OA.A.2 Lesson A - Includes printable classwork and homework</u> • <u>4.OA.A.1 and 4.OA.A.2 Lesson B - Includes printable classwork and homework</u> • <u>4.OA.A.1 and 4.OA.A.2 A&B Answers</u> • <u>Multiplicative Comparisons I</u> • <u>4.OA.A.1 and 4.OA.A.2 Multiplicative Comparisons II</u> • <u>Multiplicative Comparisons Activity & Worksheet</u> 	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p>
<p>4.OA.A.2 – WALT distinguish multiplicative comparison from additive comparison</p>	<p>4.OA.A.2 – WALT multiply and divide to</p>	<ul style="list-style-type: none"> • Iready Spiral 	<p>Activities:</p> <ul style="list-style-type: none"> • Complete corresponding GO Math Lesson. • Standards based hands on activity <p>Online Resources:</p> <ul style="list-style-type: none"> • Iready.Com • ThinkCentral.com • Nearpod Lessons 	

<p>solve word problems involving multiplicative comparisons, using drawings and equations containing a variable to represent the problem</p>	<ul style="list-style-type: none"> that the ratio is constant in a multiplicative comparison. additive comparison strategies to solve multiplication and division problems multiplication and division are inverse operation <p><i>Essential Vocabulary</i></p> <p>equation factor interpret multiple multiplicative comparison product</p>	<ul style="list-style-type: none"> Review Do Now Standards Assessment GO Math standards assessment 	<ul style="list-style-type: none"> Khan Academy - Questions and Video Lessons Missing Factors Multiplicative Comparisons Learn Zillion - Understand multiplicative comparison by comparing it to additive comparison Multiplicative Comparisons 4.OA.A.1 and 4.OA.A.2 Lesson A - Includes printable classroom and homework 4.OA.A.1 and 4.OA.A.2 A&B Answers Multiplicative Comparisons I 4.OA.A.1 and 4.OA.A.2 Multiplicative Comparisons II Multiplicative Comparisons Activity & Worksheet 	<p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
<p>4.OA.A.3 – WALT solve multi-step whole number word problems that have whole number answers, including problems in</p>	<p>Think about what I know/what I have learned about:</p> <ul style="list-style-type: none"> a letter represents an unknown quantity 	<ul style="list-style-type: none"> Iready Spiral Review Do Now Standards Assessment 	<p>Activities:</p> <ul style="list-style-type: none"> Complete corresponding GO Math lesson. Standards based hands 	<p>ELL: Model and Provide Example. Establish a non-verbal cue to redirect students when not on</p>

<p>which remainders must be interpreted</p>	<ul style="list-style-type: none"> • multi-step word problems using equations and a symbol for the unknown • multi-step word problems and determine the appropriate operation to solve • mental math and estimation to determine the reasonableness of an answer • interpret a remainder based on the context of a problem 	<ul style="list-style-type: none"> • GO Math standards assessment 	<p>on activity</p> <p>Online Resources:</p> <ul style="list-style-type: none"> • Iready.Com • ThinkCentral.com • Nearpod Lessons • Learn Zillion Video Lessons • Study Jams - Word Problems to Equations • Study Jams - Reasonableness & Estimation • Study Jams - Equations & Word Problems • Khan Academy - Questions and Video Lessons • Multi-Step Word Problems • Multi-Step Word Problems & Video Lessons • Multi-Step Word Problems with Estimating - Upper Level • 4.OA.A.3 Lesson A - Includes printable classwork and homework • 4.OA.A.3 Lesson B - Includes printable classwork and homework • 4.OA.A.3 A&B Answers 	<p>task. Students may use a bilingual dictionary.</p> <p>GT: Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk: Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
<p>4.OA.A.3 – WALT represent these problems using equations with a letter standing for the unknown quantity</p>	<p>Think about what I know/what I have learned about:</p> <ul style="list-style-type: none"> • a symbol (letter) can be used as the unknown number in an equation and/or word problem for the unknown 	<p>Iready Spiral Review Do Now Standards Assessment GO Math standards assessment</p>	<ul style="list-style-type: none"> • Iready • Spiral Review • Do Now • Standards Assessment • GO Math standards assessment 	
<p>4.OA.A.3 – WALT assess the reasonableness of answers using mental computation, estimation strategies, and rounding</p>	<p>Think about what I know/what I have learned about:</p> <ul style="list-style-type: none"> • estimation strategies • mental math strategies • mental math and estimation to determine the reasonableness of an answer 	<ul style="list-style-type: none"> • Iready • Spiral Review • Do Now • Standards Assessment • GO Math standards assessment 	<ul style="list-style-type: none"> • Iready • Spiral Review • Do Now • Standards Assessment • GO Math standards assessment 	

Benchmark Assessment 1

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>I-Ready</i> <i>GO Math</i> <i>Ed-Connect</i> <i>District Grade Level</i> <i>Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Benchmark Assessment 2

Benchmark Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>I-Ready</i> <i>GO Math</i> <i>Ed-Connect</i> <i>District Grade Level</i> <i>Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum.Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>I-Ready</i> <i>GO Math</i> <i>Ed-Connect</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p>

<i>District Grade Level Created</i>	<p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>
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Interdisciplinary Connections

Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
<p><i>I-Ready GO Math Ed-Connect District Grade Level Created</i></p>	<p>ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a bilingual dictionary.</p> <p>GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.</p> <p>At risk:Individualized as needed</p> <p>IEP/504: Modifications/ Accommodations as stated in IEP</p>

