TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 4 Mathematics

Adopted Month Day, Year

Mission Statement

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

Philosophy Statement

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

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

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. Unit 1 focuses on place value and builds on learners' prior work reading and writing numbers using base-ten numerals, number names, and

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

strategies and algorithms based on place value or properties of operations. In grade 4, students become fluent with the standard algorithm In grade 3, learners' experiences developed fluency for addition and subtraction within 1000. They demonstrated fluency using various 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
- How do we read and write multi-digit whole numbers using base ten numerals, number names, and expanded form?
- of comparisons' How do we compare two multi-digit numbers based on means of the digits in each place using, >, =, and < symbols to record the results
- 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):

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

digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. 4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-

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

Highlighted Career Ready Practices and 21. 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	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.
Assessment	use a Diffiguat dictionally.
	GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

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

We are learning to/that Assessment Assessment Assessment Assessment Assessment Assessment At-risk of Reflection	4.NBT.A.1 - WALT Think about what I • Iready Activities: ELL:Moc	recognize that a digit know/what I have learned • Spiral Example.	represents 10 times about: Review • Complete verbal cue	the value of what it • Do Now corresponding GO students w	represents in the place • place value positions • Standards Math lesson. task.Stude	of whole numbers to Assessment • Standards based	one million • GO Math hands on activity	• the value of each digit standards GT:Provi	in a given number to assessment Online Resources: activities t			· I hinkCentral.com	
Special Education, Gifted, At-risk of Failure, 504) and Reflections	ELL:Model and Provide	Example. Establish a non-	verbal cue to redirect	students when not on	task.Students may use a	bilingual dictionary.	377	GT:Provide enrichment	activities to expand upon the	curriculum. Use higher level	questioning techniques in	class and on assessments.	At risk:Individualized as

	Understand place	assessment	 reading whole numbers up to one 	
IEP	numbers	standards	up to one million	
Accommodations as stated in	multi-digit whole	 GO Math 	between two numbers	comparison
IEP/504: Modifications/	write, and compare	Assessment	correct relationship	results of the
100000000000000000000000000000000000000	• Learn Zillon - Read,	 Standards 	>, and = to record the	<,>,=, to record the
needed	1.ND1.A.1	 Do Now 	 using the symbols <, 	on place value using
At risk:Individualized as	• Virtual Nerd -	Review	million	digit numbers based
	• Nearpod Lessons	 Spiral 	numbers up to one	compare two multi
class and on assessments.	IhinkCentral.com	 Iready 	 comparing two 	4.NBT.A.2 - WALT
questioning techniques in	• Iready.Com		symbols <, >, and =	
curriculum. Use higher level			 correctly reading the 	
activities to expand upon the	Online Resources:	assessment	one million	
GT:Provide enrichment)	standards	given number up to	
	hands on activity	 GO Math 	 value of a digit in a 	
bilingual dictionary.	 Standards based 	Assessment	to the millions place	form
task.Students may use a	Math lesson.	 Standards 	 place value positions 	word, and expanded
students when not on	corresponding GO	 Do Now 		in base-ten numerals,
verbal cue to redirect	 Complete 	Review	about:	digit whole numbers
Example. Establish a non-		 Spiral 	know/what I have learned	read and write multi
ELL: Model and Provide	Activities:	 Iready 	Think about what I	4.NBT.A.2 – WALT
-			(hundreds, ten thousands, millions, etc.)	
	Line		place value	
	Place Value Number		base ten system	
	Place Values		Essential Vocabulary:	
	• Place Values		the place to its right	
	Lessons		what it represents in	
	Questions and Video		represents 10 times	
	 Khan Academy - 		 a digit in one place 	
	Numbers		one million	
	 Visualizing Large 		in whole numbers to	
IEP	Value		place value positions	
Accommodations as stated in	Study Jams - Place		• the relationship of the	
IEP/504: Modifications/	• Learn Zillion Video		strategies for multiplying by 10	
needed	4.NBT.A.1		the left	

4.NBT.A.3 – WALT round multi-digit numbers to any place using place value understanding	
Think about what I know/what I have learned about: 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,	million in base-ten numerals, expanded, and word form writing whole numbers up to one million in base-ten numerals, expanded, and word form Essential Vocabulary: equal, = expanded form greater than, > less than, < numeral place value positions (ten thousands, millions, etc.)
 Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 	
Activities: Complete corresponding GO Math lesson. Standards based hands on activity Online Resources: Iready.Com ThinkCentral.com	value in terms of word forms 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 Multiplication & Division Comparing Numbers Addition Subtraction, Multiplication & Division Comparing Numbers
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.	

Accomposations as stated in	Study Jams - Adding &		standard algorithms	
_	Ct.d. Inma Adding p	standards	place value and/or non-	
	& Subtracting	 GO Math 	strategies based on	accuracy and efficiency
needed	Learn Zillion - Adding	Assessment	and subtraction to	working towards
At risk:Individualized as	Nearpod Lessons	 Standards 	algorithm for addition	the standard algorithm
	• I hinkCentral.com	Do Now	 connect the standard 	whole numbers using
and on assessments.	• Iready.Com	Spiral Review	base ten system works.	subtract multi-digit
questioning techniques in class	I Com	• Iready	 understanding how the 	4.NBT.B.4 – WALT
curriculum. Use higher level	Online Resources:	•	regrouping.	
activities to expand upon the	:	assessment	 how to subtract with 	
G1:Provide enrichment	on activity	standards	regrouping.	
	Standards based nands	GO Math	 how to add with 	accuracy and efficiency
use a bilingual dictionary.		Assessment	• basic subtraction facts.	working towards
when not on task. Students may	corresponding GO	Standards	 basic addition facts. 	standard algorithm
verbal cue to redirect students	Complete ::	• Do Now		numbers using the
Example. Establish a non-		 Spiral Review 	have learned about:	add multi-digit whole
ELL:Model and Provide	Activities:	 Iready 	Think about what I know/what I	4.NBT.B.4 - WALT
Accommodations as stated in IEP	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 Products Estimate Products Divide by 1-Digit Numbers: Estimate Quotients Estimate Quotients Estimate Quotients Place Value		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. Essential Vocabulary: estimate place place value positions (hundred thousand, million, etc.) round/rounding ten thousand value whole number	
needed	 INEAL POUL LESSONS Learn Zillion - Round multi-digit whole 		digit.	

the standard algorithm for addition and subtraction works. • checking my answer for reasonableness. • adding or subtracting using the standard algorithm. Essential Vocabulary: addition algorithm difference inverse operation regrouping standard algorithm subtraction sum
Subtracting Virtual Nerd - Adding & Subtracting (Khan Academy - Questions and Video Lessons Add Numbers up to Millions Add Numbers up to Millions: Word Problems Addition: Fill in the Missing Digits Add 3 or More Numbers up to Millions Choose Numbers up to Millions Subtract Numbers up to Millions Subtract Numbers up to Millions: Word Problems Subtraction: Fill in the Missing digits Choose Numbers with a Particular Difference

Benchmark Assessment 1

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

Benchmark Assessment 2

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

Summative Assessments (add rows as needed)

Summative Assessment	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
Ed-Connect	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task.Students may use a
District Grade Level	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

IEP/504: Modifications/ Accommodations as stated in IEP

Interdisciplinary Connections

EII. Model and Provide Example Establish a non-verbal one to redirect studen	Interdisciplinary Connections	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections
de Level Created bilingual dictionary.	Ed-Connect District Grade Level Created	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 cassessments.		GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.
At risk:Individualized as needed		At risk:Individualized as needed
IEP/504: Modifications/ Accommodations as stated in IEP		IEP/504: Modifications/ Accommodations as stated in IEP

Unit 1 - Module B

Grade level: Grade 4 Unit Title: Mathematics – Place Value and Operations with Whole Numbers – Unit 1 – Module B

Timeframe: 15 days

Rationale

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

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. Unit 1 focuses on place value and builds on learners' prior work reading and writing numbers using base-ten numerals, number names, and

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

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

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

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):

number in the range 1-100 is prime or composite. rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the 4.0A.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. terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. 4.0A.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 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

4.0A.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.

symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison 4.0A.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a

problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown 4.0A.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding

Major Cluster

Supporting Cluster

Additional Cluster

Highlighted Career Ready Practices and 21. 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.

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- CRP1. Act as a responsible and contributing citizen and employee.
- 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
I-Ready	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may
GO Math	use a bilingual dictionary.
Ed-Connect	
District Grade Level	GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class
Created	and on assessments.
	At risk:Individualized as needed
	IEP/504: Modifications/ Accommodations as stated in IEP

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

IEP/504: Modifications/	Multiplying	standards	given a rule.	
	Sequence by	 GO Math 	pattern after being	
needed	Lessons	Assessment	a number or shape	
At risk:Individualized as	Learn Zillion Video	 Standards 	 creating or continuing 	
	Khan Academy	 Do Now 	a pattern.	in the rule
in class and on assessments.	Nearpod Lessons	Review	 using tools to extend 	pattern that are not explicit
level questioning techniques	ThinkCentral.com	 Spiral 	rule of a pattern.	identify the features of a
the curriculum. Use higher	Iready.Com	 Iready 	 identifying the given 	4.0A.C.5 – WALT
activities to expand upon			patterns.	
Catalogue of the control of the cont	Online Resources:	assessment	generalizations about	
CT. Provide enrichment) :	standards	 observations and 	
ommend areastant.	on activity	 GO Math 	 a pattern repeats. 	
hilingual dictionary	 Standards based hands 	Assessment	rule.	
task.Students may use a	Math lesson.	 Standards 	 a pattern follows a 	
students when not on	corresponding GO	• Do Now		rule
verbal cue to redirect	• Complete	Review	about:	pattern that follows a given
Example. Establish a non-)	 Spiral 	know/what I have learned	generate a number or shape
ELL:Model and Provide	Activities:	 Iready 	Think about what I	4.OA.C.5 - WALT
and Reflections				
At-risk of Failure, 504)				We are learning to/that
Special Education, Gifted,		Assessment		
Modifications (ELL,	Activities and Resources	Formative	Student Strategies	SLO-WALT

	Printable board game Online Multiplication	GO Math standards	numbers in the range 1-100.	
	 Balance equations Factor Trail Game - 	• Standards	 finding all factor pairs for whole 	each of its factors
	Pan Balance Numbers -	• Do Now	number.	number is a multiple of
	Lessons	Review	given one digit	recognize that a whole
	Questions and Video	 Iready Spiral 	 identifying a number that is a multiple of a 	4.0A.B.4 – WALT
	Lessons When Academy		factors.	
in IEP	Learn Zillion Video		has three or more	
Accommodations as stated	 Prime Factorization 		a composite number	
IEP/504: Modifications/	Inverse Operations		exactly two factors -	
needed	• Multiples		a prime number has	
At risk:Individualized as	Prime and Composite		factors.	
N 70	 Khan Academy 		multiple of each of its	
in class and on assessments.	 Nearpod Lessons 		• a product is a	
level questioning techniques	 ThinkCentral.com 		factors.	
the curriculum. Use higher	 Iready.Com 		product of two	
activities to expand upon			a multiple is the	
GT:Provide enrichment	Online Resources:	assessment	heing multiplied	
	OIL COLLAIN)	etandards OC Iviani	o (products to 100).	
bilingual dictionary.	Standards based hands n activity	Assessment	division facts through	
task. Students may use a	Math lesson.	 Standards 	 multiplication and 	C
students when not on	corresponding GO	 Do Now 		through 100
verbal cue to redirect	 Complete 	Review	about:	number in the range 1
Example. Establish a non-			know/what I have learned	all factors pairs for a whole
ELL:Model and Provide	Activities:	• Iready	Think about what I	4.OA.B.4 - WALT find
v	Manipulatives		ā	
	Online Math			
	Study Jams - Geometric Patterns			
	Patterns			В
	Study Jams - Number		sequence	
	Write a Rule for a		rule	
	Tables		pattern	
штт	Finding a Patterns with		for the same of th	
Accommodations as stated	Missing Terms of a Sequence	assessment	Essential Vocabulary	
CONTROL OF THE CONTRO		0.0 (0.0 cm cm ago) #100cm cm (0.0 cm)		

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					, , , , , , , , , , , , , , , , , , ,	multiplication equations	comparison statements as	represent verbal	4.0A.A.1 – WALT						CHICH	statement	equations as a comparison	interpret multiplication	4.0A.A.1 – WALT					through 100	composite in the range 1	whole number is prime or	uckermine whether a given	determine whether a rive	A B A WAIT				through 100	number in the range 1	of a given one-digit	whole number is a multiple	determine whether a given	4.0A.B.4 – WALT		
		_		_				_				6		,	_	9.	95	_	1							JI	-	7								ple	en			
equation		Essential Vocabulary	8	operations.	division are inverse	I know multiplication and	problems.	multiplication and division	I know strategies to solve	comparison is.	I understand what an additive	a multiplicative comparison.	I know the ratio is constant in	multiplication problems.	I know strategies to solve	multiplication equation.	I know how to read a	multiplicative comparison.	I understand situations of									,	product	prine	multiply/multiplication	multiple	factor pairs	factor	divide/division	Composite	Essentiat Focubatary	Feedial Vocabulary	composite numbers.	 identifying prime or
			•		•			•	•				•		•	•		•	•			•		•	•	•		• •				•		•	•		•	•		
	assessment	standards	GO Math	Assessment	Standards	Do Now	Review	Spiral	Iready		assessment	standards	GO Math	Assessment	Standards	Do Now	Review	Spiral	Iready	assessment	standards	GO Math	Assessment	Standards	Standards Volume	Do Now	Review	Spiral	Iraadu	assessment	standards	GO Main	Assessment	Standards	Do Now	Review	Spiral	Iready		assessment
						•	•				Onlin			•			•		Activities																		•			
Understand -	Comparisons	Multiplicative	Missing Factors	Lessons	Questions and Video	Khan Academy -	Nearpod Lessons	ThinkCentral.com	Iready.Com		Online Resources:	3.50	on activity	Standards based hands	Math lesson.	corresponding GO	Complete		ities:							ı											Factor Ouiz II	Factor Chiz I	Factor Tree	Games
in IEP	Accommodations as stated	IEP/504: Modifications/		needed	At risk:Individualized as		in class and on assessments.	level questioning techniques	the curriculum. Use higher	activities to expand upon	G1:Provide enrichment		bilingual dictionary.	lask. Students may use a	tools Ottodonto morrison	students when not on	verbal cue to redirect	Example. Establish a non-	ELL:Model and Provide																			2		

the curriculum. Use higher level questioning techniques in class and on assessments.	Iready.ComThinkCentral.comNearpod Lessons	IreadySpiral	about strategies to solve multiplication problems	4.0A.A.2 – WALT multiply and divide to
task.Students may use a bilingual dictionary. GT:Provide enrichment activities to expand upon	Math lesson. • Standards based hands on activity Online Resources:	 Standards Assessment GO Math standards assessment 	 situations or multiplicative comparison how to read a multiplication equation 	3
ELL:Model and Provide Example. Establish a non- verbal cue to redirect students when not on	Activities: Complete corresponding GO		Think about what I know/what I have learned about:	4.OA.A.2 – WALT distinguish multiplicative comparison from additive comparison
	Comparisons 4.OA.A.1 and 4.OA.A.2 Lesson A - Includes printable classwork and homework 4.OA.A.1 and 4.OA.A.2 Lesson B - Includes printable classwork and homework 4.OA.A.1 and 4.OA.A.1 and 4.OA.A.1 and 4.OA.A.1 and 4.OA.A.1 and 4.OA.A.2 A&B Answers Multiplicative Comparisons I 4.OA.A.2 Multiplicative Comparisons II Multiplicative Comparisons Activity & Worksheet			
	comparisonMultiplicative		multiplicative comparison product	-
	comparison by comparing it to additive		multiple	
-	multiplicative		factor	

4.OA.A.3 – WALT solve multi-step whole number word problems that have whole number answers, including problems in	solve word problems involving multiplicative comparisons, using drawings and equations containing a variable to represent the problem
Think about what I know/what I have learned about: a letter represents an unknown quantity	 that the ratio is constant in a multiplicative comparison. additive comparison strategies to solve multiplication and division problems multiplication are inverse operation Essential Vocabulary equation factor interpret multiple multipleative comparison product
 Iready Spiral Review Do Now Standards Assessment 	Review Do Now Standards Assessment GO Math standards assessment
Activities: Complete corresponding GO Math lesson. Standards based hands	• Khan Academy - Questions and Video Lessons • Missing Factors • Missing Factors • Multiplicative Comparisons • Learn Zillion - Understand multiplicative comparison by comparison • Multiplicative Comparisons • 4.OA.A.1 and • Comparisons I • Multiplicative Comparisons II • Multiplicative Comparisons Activity & Worksheet
ELL:Model and Provide Example. Establish a non- verbal cue to redirect students when not on	At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP

4.0A.A.3 – WALT assess the reasonableness of answers using mental computation, estimation strategies, and rounding	4.0A.A.3 – WALT represent these problems using equations with a letter standing for the unknown quantity		i.	which remainders must be interpreted
Think about what I know/what I have learned about: • estimation strategies • mental math strategies • mental math and estimation to determine the reasonableness of an answer	Think about what I know/what I have learned about: about: a symbol (letter) can be used as the unknown number in an equation and/or word problem for the unknown	 mental math and estimation to determine the reasonableness of an answer interpret a remainder based on the context of a problem 	equations and a symbol for the unknown multi-step word problems and determine the appropriate operation	 multi-step word problems using
 Iready Spiral Review Do Now Standards Assessment GO Math standards assessment 	Iready Spiral Review Do Now Standards Assessment GO Math standards assessment		assessment	 GO Math standards
Includes printable classwork and homework 4.OA.A.3 Lesson B - Includes printable classwork and homework and homework 4.OA.A.3 A&B Answers	• Multi-Step Word Problems • Multi-Step Word Problems & Video Lessons • Multi-Step Word Problems with Estimating - Upper Level	• Study Jams - Word Problems to Equations Study Jams - Reasonableness & Estimation Study Jams - Equations & Word Problems Khan Academy - Questions and Video	Online Resources: Iready.Com ThinkCentral.com Nearpod Lessons Learn Zillion Video Lessons	on activity
		At risk:Individualized as needed IEP/504: Modifications/ Accommodations as stated in IEP	GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.	task.Students may use a bilingual dictionary

Benchmark Assessment 1

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

Benchmark Assessment 2

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

Summative Assessments (add rows as needed)

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

		Created
IEP/504: Modifications/ Accommodations as stated in IEP	At risk:Individualized as needed	GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.

Interdisciplinary Connections

IEP/50	District Grade Level class at class at	I-Ready GO Math Ed-Connect Ed-Connect	Interdisciplinary Modifi Connections
IEP/504: Modifications/ Accommodations as stated in IEP	GT:Provide enrichment activities to expand upon the curriculum. Use higher level questioning techniques in class and on assessments.	ELL:Model and Provide Example. Establish a non-verbal cue to redirect students when not on task. Students may use a bilingual dictionary.	Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections

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