Spearfish School District Curriculum/ Pacing Guide
Grade/4th Grade Math

Instructional Focus	Focus Summary
1 **Suggested Time Frame: 8 days**	Topic 1: Generalize Place Value Understanding 1-1: Numbers Through One Million 1-2: Place Value Relationships 1-3: Compare Whole Numbers 1-4: Round Whole Numbers 1-5: PROBLEM SOLVING Construct Arguments 3-ACT Math: Page Through
2 **Suggested Time Frame: 43 days**	Topic 2: Fluently Add and Subtract Multi-Digit Whole Numbers 2-1: Finding Sums and Differences with Mental Math 2-2: Estimate Sums and Differences 2-3: Add Whole Numbers 2-4: Add Greater Numbers 2-5: Subtract Whole Numbers 2-6: Subtract Greater Numbers 2-7: Subtract Across Zeros 2-8: PROBLEM SOLVING Reasoning Topic 3: Use Strategies and Properties to Multiply by 1-Digit Numbers 3-1: Multiply by Multiples of 10, 100, and 1,000 3-2: Estimate Products 3-3: Use Arrays and Partial Products to Multiply 3-4: Use Area Models and Partial Products to Multiply 3-5: More Use Area Models and PArtial Products to Multiply 3-6: Mental Math Strategies for Multiplication

Instructional Focus	Focus Summary
	3-7: Choose a Strategy to Multiply 3-8: PROBLEM SOLVING Model with Math 3-ACT Math: Covered Up Topic 4: Use Strategies and Properties to Multiply by 2-Digit Numbers 4-1: Multiply Multiples of 10 4-2: Use Models to Multiply 2-Digit Numbers by Multiples of 10 4-3: Estimate: Use Rounding or Compatible Numbers 4-4: Arrays and Partial Products 4-5: Area Model and Partial Products 4-6: Use Partial Products to Multiply by 2-Digit Numbers 4-7: PROBLEM SOLVING Make Sense and Persevere Topic 5: Use Strategies and Properties to Divide by 1-Digit Numbers 5-1: Mental Math: Find Quotients 5-2: Mental Math: Estimate Quotients 5-3: Mental Math: Estimate Quotients for Greater Dividends 5-4: Interpret Remainders 5-5: Use Partial Quotients to Divide 5-6: Use Partial Quotients to Divide: Greater Dividends 5-7: Use Sharing to Divide 3-ACT Math: Snack Attack 5-8: Continue Sharing to Divide 5-9: Choosing a Strategy to Divide 5-10: PROBLEM SOLVING Model with Math

Instructional Focus	Focus Summary
3 **Suggested Time Frame: 8 days**	Topic 6: Use Operations with Whole Numbers to Solve Problems 6-1: Solve Comparison Problems 6-2: Continue to Solve Comparison Problems 6-3: Model Multi-Step Problems 6-4: More Model Multi-Step Problems 6-5: Solve Multi-Step Problems 6-6: PROBLEM SOLVING Make Sense and Perservere
4 **Suggested Time Frame: 8 days**	Topic 7: Factors and Multiples 7-1: Understand Factors 7-2: Factors 7-3: PROBLEM SOLVING Repeated Reasoning 7-4: Prime and Composite Numbers 7-5: Multiples 3-Act Math: Can-Do Attitude
5 **Suggested Time Frame: 9 days**	Topic 8: Extend Understanding of Fraction Equivalence and Ordering 8-1: Equivalent Fractions: Area Models 8-2: Equivalent Fractions: Number Lines 8-3: Generate Equivalent Fractions: Multiplication 8-4: Generate Equivalent Fractions: Division 8-5: Use Benchmarks to Compare Fractions 8-6: Compare Fractions 8-7: PROBLEM SOLVING Construct Arguments

Instructional Focus	Focus Summary
6 **Suggested Time Frame: 9 days**	Topic 8: Extend Understanding of Fraction Equivalence and Ordering 8-1: Equivalent Fractions: Area Models 8-2: Equivalent Fractions: Number Lines 8-3: Generate Equivalent Fractions: Multiplication 8-4: Generate Equivalent Fractions: Division 8-5: Use Benchmarks to Compare Fractions 8-6: Compare Fractions 8-7: PROBLEM SOLVING Construct Arguments
7 **Suggested Time Frame: 20 days**	Topic 9: Understand Addition and Subtraction of Fractions 9-1: Model Addition of Fractions 9-2: Decompose Fractions 9-3: Add Fractions with Like Denominators 9-4: Model Subtraction of Fractions 9-5: Subtract Fractions with Like Denominators 9-6: Add and Subtract Fractions with Like Denominators 9-7: Model Addition and Subtractions of Mixed Numbers 9-8: Add Mixed Numbers 9-9: Subtract Mixed Numbers 3-Act Math: Just Add Water 9-10: PROBLEM SOLVING Model with Math Topic 10: Extend Multiplication Concepts to Fractions 10-1: Fractions as Multiples of Unit Fractions 10-2: Multiply a Fraction by a Whole Number: Use Models 10-3: Multiply a Fraction by a Whole Number: Use Symbols 10-4: Solve Time Problems 10-5: PROBLEM SOLVING Model with Math

Instructional Focus	Focus Summary
8 **Suggested Time Frame: 7 days**	Topic 11: Represent and Interpret Data on Line Plots 11-1: Read Line Plots 11-2: Make Line Plots 11-3: Use Line Plots to Solve Problems 11-4: PROBLEM SOLVING Critique Reasoning 3-Act Math: It's a Fine Line
9 **Suggested Time Frame: 8 days**	Topic 12: Understand and Compare Decimals 12-1: Fractions and Decimals 12-2: Fractions and Decimals on the Number Line 12-3: Compare Decimals 12-4: Add Fractions with Denominators of 10 and 100 12-5: Solve Word PRoblems involving Money 12-6: PROBLEM SOLVING Look For and Use Structure
10 **Suggested Time Frame: 10 days**	Topic 13: Measurement: Find Equivalence in Units of Measure 13-1: Equivalence with Customary Units of Length 13-2: Equivalence with Customary Units of Capacity 13-3: Equivalence with Customary Units of Weight 3-Act Math: A Pint's a Pound 13-4: Equivalence with Metric Units of Length 13-5: Equivalence with Metric Units of Capacity and Mass 13-8: Solve Perimeter and Area Problems 13-9: PROBLEM SOLVING Precision

Instructional Focus	Focus Summary
11 **Suggested Time Frame: 6 days**	Topic 14: Algebra: Generate and Analyze Patterns 14-1: Number Sequences 14-2: Patterns: Number Rules 14-3: Patterns: Repeating Shapes 14-4: PROBLEM SOLVING Look For and Use Structure
12 **Suggested Time Frame: 9 days**	Topic 15: Geometric Measurement: Understand Concepts of Angles and Angle Measurement 15-1: Lines, Rays, and Angels 15-2: Understand Angles and Unit Angles 15-3: Measure with Unit Angles 15-4: Measure and Draw Angles 15-5: Add and Subtract Angle Measures 15-6: PROBLEM SOLVING Use Appropriate Tools 3-Act Math: Game of Angles
13 **Suggested Time Frame: 8 days**	Topic 16: Lines, Angles, and Shapes 16-1: Lines 16-2: Classify Triangles 16-3: Classify Quadrilaterals 16-4: Line Symmetry 16-5: Draw Shapes with Line Symmetry 16-6: PROBLEM SOLVING Critique Reasoning

Spearfish School District Curriculum/ Pacing Guide
Grade/4th Grade Math

Instructional Focus 1	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Generalize place value understanding for multi-digit whole numbers. Topic 1: Generalize Place Value Understanding **Suggested Time Frame:** **8 Days**	**Number & Operations in Base Ten**	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 the 7 in 700 is 10 times greater than the 7 in 70 because 700 ÷ 70 =10 and 70 x 10=700. 4.NBT.A.2 Read and write multi-digit whole numbers. a. Read and write multi-digit whole numbers using base-ten numerals (standard form), number names (word form), and expanded form. b. Compare two multi-digit numbers based on values 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.	*How are greater numbers written?* *How can whole numbers be compared?* *How are place values related?* 1-1 Read and write numbers through one million in expanded form, with numerals, and using number names. 1-2 Recognize the relationship between adjacent digits in a multi-digit number. 1-3 Use place value to compare multi-digit numbers. 1-4 Use place value to round multi-digit numbers. 1-5 Use previously learned concepts and skills to construct arguments about place value.	*place value* *millions* *period* *expanded form* *greater than (>)* *less than (<)* *rounding* *conjecture*	-enVisions Text Topic 1 Teacher's Manual Vol 1 Pages 1A-32C On Savvas Platform: ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● 3 Act Math ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

Assessments: How do my students demonstrate their understanding and how do I measure their learning?

Formative: teacher observations, Solve & Share problems, Quick Check Problems, Independent Practice and Problem Solving

Summative: Topic Assessment and/or Performance Task

Instructional Focus 2	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Use place value understanding and properties of operations to perform multi-digit arithmetic. Topic 2: Fluently Add and Subtract Multi-Digit Whole Numbers Topic 3: Use Strategies and Properties to Multiply by 1-Digit Numbers Topic 4: Use Strategies and Properties to Multiply by 2-Digit Numbers Topic 5: Use Strategies and Properties to Divide by 1-Digit Numbers **Suggested Time Frame:** **43 Days**	**Number & Operations in Base Ten**	4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using an algorithm including, but not limited to, the standard algorithm. 4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	*How can sums and differences of whole numbers be estimated?* *What are standard procedures for adding and subtracting whole numbers?* 2-1 Add and subtract whole numbers mentally using a variety of methods. 2-2 Round greater whole numbers to estimate sums and differences. 2-3 Add 3-digit numbers using place value concepts and the standard algorithm. 2-4 Add numbers to one million with and without regrouping using the standard algorithm. 2-5 Use place value and the standard algorithm to subtract whole numbers. 2-6 Use place value and an algorithm to subtract whole numbers. 2-7 Use number sense and regrouping to subtract across zeros. 2-8 Use previously learned concepts and skills to reason abstractly and make sense of quantities and their relationships in problem situations.	*Properties of Addition:* ● *Commutative* ● *Associative* ● *Identity* *count up* *count down* *compensation* *variable* *algorithm* *inverse operations*	-enVisions Text Topic 2-5 Teacher's Manual Vol 1 Pages 33A-220A <u>On Savvas Platform:</u> ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● 3 Act Math (Topics 3&5) ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

Instructional Focus 2	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
			How can you multiply by multiples of 10, 100, and 1,000? *How can you multiply by whole numbers?* 3-1 Multiply multiples of 10, 100, and 1,000 using mental math and place value strategies. 3-2 Use rounding to estimate products, and check if answers are reasonable. 3-3 Use arrays and partial products to multiply 2- and 3-digit numbers by 1-digit numbers. 3-4 Use area models and the Distributive Property to multiply larger numbers. 3-5 Use place value and partial products to multiply 3- and 4-digit numbers by 1-digit numbers. 3-6 Use place value and properties of operations to multiply mentally. 3-7 Choose an appropriate strategy to multiply 2-, 3-, and 4-digit numbers by 1-digit numbers.	*Properties of Multiplication:* ● *Associative* ● *Distributive* ● *Commutative* *partial products* *numerical expression* *compensation*	

Instructional Focus 2	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
			How can you use a model to multiply? *How can you use the Distributive Property to multiply?* *How can you use multiplication to solve problems?* 4-1 Use mental math strategies to multiply 2-digit multiples of 10 by 2-digit multiples of 10. 4-2 Use models and properties of operations to multiply 2-digit numbers by multiples of 10. 4-3 Use rounding or compatible numbers to estimate products of two 2-digit numbers. 4-4 Use arrays, place value, partial products, and properties of operations to multiply two 2-digit numbers. 4-5 Use the Distributive Property and an area model to multiply two 2-digit numbers. 4-6 Use place value and partial products to calculate products of 2-digit by 2-digit multiplication problems. 4-7 Make sense of problems and persevere in solving them.		

Instructional Focus 2	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
			How can mental math be used to divide? *How can quotients be estimated?* *How can the steps for dividing be explained?* 5-1 Use mental math and place value strategies to divide multiples of 10 and 100 by 1-digit divisors. 5-2 Use compatible numbers to estimate quotients. 5-3 Use place value patterns and division facts to estimate quotients for 4-digit dividends. 5-4 Solve division problems and interpret remainders. 5-5 Use partial quotients to divide. 5-6 Use partial quotients and place value understandings to divide with greater dividends. 5-7 Use place value models to divide 2- and 3-digit numbers by 1-digit numbers. 5-8 Continue to use place value and sharing to divide 2- and 3-digit numbers by 1-digit numbers.	*Remainder* *Partial quotients*	

Instructional Focus 2	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
			5-9 Choose a strategy to divide that follows a series of steps to break division into simpler calculations. 5-10 Use previously learned concepts and skills to model and solve problems.		

Assessments: How do my students demonstrate their understanding and how do I measure their learning?

Formative: teacher observations, Solve & Share problems, Quick Check Problems, Independent Practice and Problem Solving

Summative: Topic Assessment and/or Performance Task

Instructional Focus 3	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Use the four operations with whole numbers to solve problems. Topic 6: Use Operations with Whole Numbers to Solve Problems **Suggested Time Frame:** **8 Days**	**Operations and Algebraic Thinking**	4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 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.	*How is comparing with multiplication different from comparing with addition?* *How can you use equations to solve multi-step problems?* 6-1 Interpret comparisons as multiplication or addition equations. 6-2 Use multiplication and division to compare two quantities. 6-3 Model and solve multi-step problems by finding hidden questions and using bar diagrams and equations. 6-4 Model and solve multi-step problems and check that answers are reasonable. 6-5 Solve multi-step problems by writing and solving one or more equations. 6-6 Make sense of a multi-step problem and keep working until it is solved.		-enVisions Text Topic 6 Teacher's Manual Vol 1 Pages 221A-256A On Savvas Platform: ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

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Summative: Topic Assessment and/or Performance Task

Instructional Focus 4	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Gain familiarity with factors and multiples. Topic 7: Factors and Multiples **Suggested Time Frame:** **8 days**	**Operations and Algebraic Thinking**	4.OA.B.4 Using whole number in the range 1–100. a. Find all factor pairs for a given whole number. b. Recognize that a whole number is a multiple of each of its factors. c. Determine whether a given whole number is a multiple of each of a given one-digit number. d. Determine whether a given whole number is prime or composite.	*How can you use arrays or multiplication to find the factors of a number?* *How can you identify prime and composite numbers?* *How can you find multiples of a number?* 7-1 Use arrays to find the factors of a given whole number. 7-2 Use multiplication to find all the factor pairs for a whole number. 7-3 Use repeated reasoning to generalize how to solve problems that are similar. 7-4 Use factors to determine whether a whole number greater than 1 is prime or composite. 7-5 Use multiplication to find multiples of a given whole number.	*factor pairs* *generalize* *prime number* *composite number* *multiple*	-enVisions Text Topic 7 Teacher's Manual Vol 1 Pages 257A-288A On Savvas Platform: ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● 3 Act Math ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

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Formative: teacher observations, Solve & Share problems, Quick Check Problems, Independent Practice and Problem Solving

Summative: Topic Assessment and/or Performance Task

Instructional Focus 5	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Extend understanding of fraction equivalence and ordering. Topic 8: Extend Understanding of Fraction Equivalence and Ordering **Suggested Time Frame:** **9 days**	**Number and Operations - Fractions**	4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 4.NF.A.2 Compare two fractions with different numerators and different denominators, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <, >, =, and justify the conclusions.	*What are some ways to name the same part of a whole?* *How can you compare fractions with unlike numerators and denominators?* 8-1 Use area models to recognize and generate equivalent fractions. 8-2 Use a number line to locate and identify equivalent fractions. 8-3 Use multiplication to find equivalent fractions. 8-4 Use division to find equivalent fractions. 8-5 Use benchmarks, area models, and number lines to compare fractions. 8-6 Use models or rename fractions to compare. 8-7 Construct arguments about fractions.	*fraction* *numerator* *denominator* *equivalent fractions* *common factor* *benchmark fraction*	-enVisions Text Topic 8 Teacher's Manual Vol 2 Pages 289A-328C On Savvas Platform: ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

Assessments: How do my students demonstrate their understanding and how do I measure their learning?

Formative: teacher observations, Solve & Share problems, Quick Check Problems, Independent Practice and Problem Solving

Summative: Topic Assessment and/or Performance Task

Instructional Focus 6	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Topic 9: Understand Addition and Subtraction of Fractions Topic 10: Extend Multiplication Concepts to Fractions **Suggested Time Frame:** **20 days**	**Number and Operations - Fractions**	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. For example, 4/5 = 1/5 + 1/5 + 1/5 + 1/5 a. Add and subtract of fractions e.g., joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with like denominators in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4). b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this	*How do you add and subtract fractions and mixed numbers with like denominators?* *How can fractions be added and subtracted on a number line?* 9-1 Use fraction strips and number lines to add fractions. 9-2 Decompose a fraction or mixed number into a sum of fractions in more than one way. 9-3 Solve problems involving joining parts of the same whole by adding fractions with like denominators. 9-4 Use tools such as fraction strips, area models, and number lines to subtract fractions. 9-5 Solve problems involving separating parts of the same whole by subtracting fractions. 9-6 Count forward or backward on a number line to add or subtract. 9-7 Use models and equivalent fractions to add and subtract mixed numbers. 9-8 Use equivalent fractions and properties of operations to add	*decompose* *compose* *mixed number*	-enVisions Text Topic 9-10 Teacher's Manual Vol 2 Pages 329A-412A <u>On Savvas Platform:</u> ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● 3 Act Math (Topic 9) ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

Instructional Focus 6	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
		product as 6/5. (In general, n x (a/b) = (n x a)/b = (n x a) x 1/b.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	mixed numbers with like denominators. 9-9 Use equivalent fractions, properties of operations, and the relationship between addition and subtraction to subtract mixed numbers with like denominators 9-10 Use previously learned concepts and skills to represent and solve problems. *How can you describe a fraction using a unit fraction?* *How can you multiply a fraction by a whole number?* 10-1 Use a model, repeated addition, and multiplication to understand a fraction as a multiple of a unit fraction 10-2 Use models to multiply fractions by whole numbers 10-3 Use symbols and equations to multiply a fraction by a whole number 10-4 Use the four operations to solve problems involving time 10-5 Use previously learned concepts to represent and solve problems	*unit fraction*	

Instructional Focus 6	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Assessments: How do my students demonstrate their understanding and how do I measure their learning? Formative: teacher observations, Solve & Share problems, Quick Check Problems, Independent Practice and Problem Solving Summative: Topic Assessment and/or Performance Task					

Instructional Focus 7	**Strand**	**Targeted Standards-based Essential Skills & Concepts**	**Learning Goals / Essential Questions For Instructional Focus**	**Essential Vocabulary**	**Resources**
Represent and interpret data. Topic 11: Represent and Interpret Data on Line Plots **Suggested Time Frame:** **7 days**	**Measurement and Data**	4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	*How can you solve problems using data on a line plot?* *How can you make a line plot?* 11-1 Read and interpret data using line plots 11-2 Represent data using line plots and interpret data in line plots to solve problems 11-3 Solve problems involving line plots and fractions 11-4 Critique the reasoning of others using an understanding of line plots	*line plots* *scale*	-enVisions Text Topic 11 Teacher's Manual Vol 2 Pages 413A-440A On Savvas Platform: ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● 3 Act Math ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

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Summative: Topic Assessment and/or Performance Task

Instructional Focus 8	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Understand decimal notation for fractions, and compare decimal fractions. Topic 12: Understand and Compare Decimals **Suggested Time Frame:** **8 days**	**Number and Operations - Fractions**	4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. 4.NF.C.6 Read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line. 4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, <, or =, and justify the conclusions.	*How can you write a fraction as a decimal?* *How can you locate points on a number line?* *How do you compare decimals?* 12-1 Relate fractions and decimals with denominators of 10 and 100 12-2 Locate and describe fractions and decimals on number lines 12-3 Compare decimals by reasoning about their size 12-4 Add fractions with denominators of 10 and 100 by using equivalent fractions 12-5 Use fractions or decimals to solve word problems involving money 12-6 Use the structure of the place-value for decimals to solve problems	*decimal* *decimal point* *tenth* *hundredth*	-enVisions Text Topic 12 Teacher's Manual Vol 2 Pages 441A-476C On Savvas Platform: ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

Assessments: How do my students demonstrate their understanding and how do I measure their learning?

Formative: teacher observations, Solve & Share problems, Quick Check Problems, Independent Practice and Problem Solving

Summative: Topic Assessment and/or Performance Task

Instructional Focus 9	**Strand**	**Targeted Standards-based Essential Skills & Concepts**	**Learning Goals / Essential Questions For Instructional Focus**	**Essential Vocabulary**	**Resources**
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Topic 13: Measurement: Find Equivalence in Units of Measure **Suggested Time Frame:** **10 days**	**Measurement and Data**	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. For example, know that 1ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),... 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	*How can you convert from one unit to another?* *How can you be precise when solving math problems?* 13-1 Recognize the relative size of customary units of length and convert from a larger unit to a smaller unit 13-2 Recognize the relative size of customary units of capacity and convert from a larger unit to a smaller unit 13-3 Recognize the relative size of customary units of weight and convert from a larger unit to a smaller unit 13-4 Recognize the relative size of metric units of length and convert from a larger unit to a smaller unit 13-5 Recognize the relative size of metric units of capacity and convert from a larger unit to a smaller unit 13-6 Find the unknown length or width of a rectangle using the known area or perimeter 13-7 Be precise when solving measurement problems	*capacity* *quart* *gallon* *cup* *pint* *fluid ounce* *weight* *ounce* *pound* *ton* *millimeter* *centimeter* *meter* *kilometer* *mass* *millimeter* *liter* *gram* *milligram* *kilogram* *perimeter* *area* *formula*	-enVisions Text Topic 13 Teacher's Manual Vol 2 Pages 477A516A <u>On Savvas Platform:</u> ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● 3 Act Math ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

Instructional Focus 9	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Assessments: How do my students demonstrate their understanding and how do I measure their learning? Formative: teacher observations, Solve & Share problems, Quick Check Problems, Independent Practice and Problem Solving Summative: Topic Assessment and/or Performance Task					

Instructional Focus 10	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Generate and analyze patterns. Topic 14: Algebra: Generate and Analyze Patterns **Suggested Time Frame:** **6 days**	**Operations and Algebraic Thinking**	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. 4.OA.B.4 Using whole number in the range 1–100. a. Find all factor pairs for a given whole number. b. Recognize that a whole number is a multiple of each of its factors. c. Determine whether a given whole number is a multiple of each of a given one-digit number. d. Determine whether a given whole number is prime or composite. 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 is 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.	*How can you use a rule to continue a pattern?* *How can you use a table to extend a pattern?* *How can you use a repeating pattern to predict a shape?* 14-1 Create or extend a number sequence based on a rule identify features of the pattern in the sequence that are not described by the rule 14-2 Use a rule to extend a number pattern and solve a problem. Identify features of the pattern 14-3 Generate a shape pattern that follows a given rule and predict a shape in the pattern 14-4 Solve problems by using patterns	*rule* *repeating pattern*	-enVisions Text Topic 14 Teacher's Manual Vol 2 Pages 517A-544A On Savvas Platform: ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

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Summative: Topic Assessment and/or Performance Task

Instructional Focus 11	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Geometric measurement: understand concepts of angle and measure angles. Topic 15: Geometric Measurement: Understand Concepts of Angles and Angle Measurement **Suggested Time Frame:** **9 days**	**Measurement and Data**	4.MD.C.5 . Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through in one-degree angles is said to have an angle measure of n degrees. 4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	*What are some common geometric terms?* *How can you measure angels?* 15-1 Recognize and draw lines, rays, and angles with different measurements 15-2 Find the measure of an angle that turns through a fraction of a circle 15-3 Use known angle measure to measure unknown angles 15-4 Use a protractor to measure and draw angles 15-5 Use addition and subtraction to solve problems with unknown angle measures 15-6 Use appropriate tools, such as a protractor and rule, to solve problems	*point* *line* *line segment* *ray* *right angle* *acute angle* *obtuse angle* *straight angle* *degree* *unit angle* *angle measure* *protractor* *vertex*	-enVisions Text Topic 15 Teacher's Manual Vol 2 Pages 545A-580A <u>On Savvas Platform:</u> ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● 3 Act Math ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

<u>Assessments:</u> <u>How do my students demonstrate their understanding and how do I measure their learning?</u>

Formative: teacher observations, Solve & Share problems, Quick Check Problems, Independent Practice and Problem Solving

Summative: Topic Assessment and/or Performance Task

Instructional Focus 12	Strand	Targeted Standards-based Essential Skills & Concepts	Learning Goals / Essential Questions For Instructional Focus	Essential Vocabulary	Resources
Draw and identify lines and angles, and classify shapes by properties of their lines and angles. Topic 16: Lines, Angles, and Shapes **Suggested Time Frame:** **8 days**	**Geometry**	4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize, and identify categories of right, acute, and obtuse triangles. 4.G.A.3 Recognize and draw lines of symmetry for two-dimensional figures.	*How can you classify triangles and quadrilaterals?* *What is line symmetry?* 16-1 Draw and identify perpendicular, parallel, and intersecting lines 16-2 Classify triangles by line segments and angles 16-3 Classify quadrilaterals by lines and angles 16-4 Recognize and draw lines of symmetry. Identify line symmetric figures 16-5 Draw figures that have line symmetry 16-6 Use understanding of two-dimensional shapes to critique the reasoning of others	*parallel lines* *perpendicular lines* *intersecting lines* *right triangle* *obtuse triangle* *acute triangle* *equilateral triangle* *isosceles triangle* *scalene triangle* *parallelogram* *rectangle* *square* *rhombus* *trapezoid* *quadrilateral* *line symmetric* *line of symmetry*	-enVisions Text Topic 16 Teacher's Manual Vol 2 Pages 581A-616A On Savvas Platform: ● Visual Learning Bridge Video ● Daily Review ● Enrichment ● Reteaching ● Build Mathematical Literacy ● Additional Practice ● STEM Activity ● 3 Act Math ● Technology Center ○ Problem-Solving Leveled Reading Activity ○ Math Tools ○ Pick a Project ○ Online Game

Assessments: How do my students demonstrate their understanding and how do I measure their learning?

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