GRADE 4_ MATH | INSTRUCTIONAL PLANNING CALENDAR

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6 WEEKS OVERVIEW

STANDARDS/UNITS ASSESSESSMENTS

Add and Subtract Whole Numbers and Decimals
4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm (R)

Compare Fractions 4.3C Determine if two given fractions are equivalent using a variety of methods (S)
4.3D Compare two fractions with different numerators and different denominators and represent the comparison using the symbols >,<,= (R)

Compose and Decompose Fractions and Mixed Numbers
4.3A represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b>0, including when a>b (S)
4.3B Decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations. (S)

Rational Numbers on a Number Line
4.2H Determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line (S)
4.3G Represent fractions and decimals to the tenths or hundredths as distances from zero on a number line (R)

Add and Subtract Fractions
4.3E Represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the number line and properties of operations (R)
4.3F Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0,¼,½,¾, and 1. (S)

Updated May 13, 2025

Represent and Interpret Data

4.9A Represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions.
4.9B Solve one- and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.

Important Dates	Resources
10-9-25 Instructional Flex Day 10-10-25 LAN Teacher Holiday 10-13-25 Fall Parent Conferences (Determined by Campus) Week of 11-3 thru 11-7 2nd 6wks Assessment (Per campus) If you have any questions/concerns please reach out to me Latreesha Leonard *****Stemscopes has to be opened in order to access the links*****	YAG Editable Copy of IPC Block Breakdown MTSS Guide MRS: Multiple Response Strategies Fact Fluency Guideline Math Supplemental aids for STAAR
Direct Link to Weekly IPC	

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Blueprint	

WEEK 1					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	9/22/25	*9/23/25*	*9/25/25*	*9/26/25*	*9/27/25*
Student Expectations **TEK**	Add & Subtract Decimals **4.4A**	Add & Subtract Decimals **4.4A**	Add & Subtract Decimals **4.4A**	Add & Subtract Decimals **4.4A**	**EG** **Assess, Re-Teach, Intervention**
Learning Objective	TLW add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.	TLW add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.	TLW add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.	TLW add and subtract whole numbers and decimals to the hundredths place to solve one step and multi-step word problems.	
Daily Numeracy 10 minutes	Solve It	Solve It	Solve It	Solve It	
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**	Foundation Builder TTW introduce academic vocabulary and model how to **subtract decimal** numbers to the hundredths place by	Accessing Prior Knowledge TTW introduce academic vocabulary and model how to **subtract decimal** numbers to the hundredths place by using the standard	Hook TTW introduce academic vocabulary and model how to **add/subtract decimal** numbers to the hundredths place by using the standard	Adding and Subtracting Decimals TTW model how to **add/subtract decimal** numbers to the hundredths by using the standard algorithm and place value chart.	

	using the standard algorithm and place value chart.	algorithm and place value chart.	algorithm and place value chart.		
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**	Explore 1: Add/Subtract Decimal	Explore 1: Add/Subtract Decimal	Explore 2: Add/Subtract w/Fluency	Explore 2: Add/Subtract w/Fluency	
Multiple Response Strategies	"**Decimal Diner" Menu Math** Objective: Add and subtract decimals in a real-world context. Activity: Create a menu with items priced to the hundredths place (e.g., $2.49, $3.75). Give students word problems like: "You bought a sandwich and a drink. How much did you spend?" "You had $10.00. How much do you have left after buying a	**"Spin & Solve" Decimal Game** Objective: Practice adding and subtracting decimals. Materials: Spinner or dice with decimal values (e.g., 0.25, 1.50, 2.75) Recording sheet Activity: Students spin twice and either add or subtract the numbers. Solve using the standard algorithm and write a word problem to match. Formative Check:	**"Exit Ticket: Decimal Detective"** Objective: Solve and explain a decimal problem. Prompt Example: "Solve: 4.75 + 2.30. Show your work and explain how you lined up the decimals." Formative Check: Use student responses to assess understanding of place value and algorithm accuracy.	**"Fix the Mistake" Mini Challenge** Objective: Identify and correct errors in decimal addition/subtraction. Activity: Show a problem with a common mistake (e.g., misaligned decimal points). "A student added 3.2 + 4.75 and got 7.97. What went wrong?" Formative Check: Students explain the error and solve correctly.	

	snack?" Formative Check: Students show their work using the standard algorithm and explain their steps.	Review for correct alignment of decimal points and operation use.			

SGGM/Math Menu/Stations 30 minutes	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math
Demonstration of Learning 10 minutes	Week 1 DOL's	Week 1 DOL's	Week 1 DOL's	Week 1 DOL's	
Intervene/ Accelerate **1x per week 6W1 3x per week 6W2 Daily M-Th 6W3**		**Intervene:** Small Group	**Intervene:** Small Group	**Intervene:** Have students model using the standard algorithm for +/- decimal numbers. Ask them how the model should remind them to	**Intervene:** Have students use decimal models to work +/- problems. Show them how to shade squares in a 10 x 10 grid to represent the

		Accelerate: [Math Today: Weather Hazards]()	**Accelerate:** [Math Today: Weather Hazards]()	record digits in the same place-value position. **Accelerate:** [Create Your Own]()	decimal numbers. Explain that students should use two colors when shading the decimal squares to represent. Ask them to record an equation below each representation. **Accelerate:** [Create Your Own]()
Success Criteria *A student has achieved mastery when...*		***Students will:*** ☐ Use the standard algorithm to add whole numbers ☐ Use the standard algorithm to subtract whole numbers ☐ Use the standard algorithm to add/subtract decimal numbers through the hundredths	***Students will:*** ☐ Use the standard algorithm to add whole numbers ☐ Use the standard algorithm to subtract whole numbers ☐ Use the standard algorithm to add/subtract decimal numbers through the hundredths	***Students will:*** ☐ Use the standard algorithm to add whole numbers ☐ Use the standard algorithm to subtract whole numbers ☐ Use the standard algorithm to add/subtract decimal numbers through the hundredths	***Students will:*** ☐ Use the standard algorithm to add whole numbers ☐ Use the standard algorithm to subtract whole numbers ☐ Use the standard algorithm to add/subtract decimal numbers through the hundredths

		☐ Align digits by place value when +/- numbers.	☐ Align digits by place value when +/- numbers.	☐ Align digits by place value when +/- numbers.	☐ Align digits by place value when +/- numbers.
Resources	***STEMscopes*** ***(be sure the app is open prior to clicking on these links)*** STAAR Based Assessments Decide & Defend Skills Quiz Technology Enhanced Questions Math Story: A Saturday well Spent Problem Base Tasks: Algorithm Blocks Spiraled Review: Garrett goes to the Store				

WEEK 2					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	9/29/25	*9/30/25*	*10/1/25*	*10/2/25*	*10/3/25*
Student Expectations **TEK**	Compare Fractions 4.3C, **4.3D**	Compare Fractions 4.3C, **4.3D**	Compare Fractions 4.3C, **4.3D**	Compare Fractions 4.3C, **4.3D**	**EG** Compose & Decompose Fractions & Mixed Numbers 4.3A,4.3B
Learning Objective	TLW determine if two fractions are equivalent by fraction strips and area models.	TLW determine if two fractions are equivalent by using cross-multiplication.	TLW use >, <, and = to compare two fractions with different numerators and different denominators by utilizing fraction strips and area models.	TLW use >, < , and = to compare two fractions with different numerators and different denominators by utilizing cross-multiplication.	TLW represent fractions as sums of unit fractions by using visual aids, or fractions strips.
Daily Numeracy 10 minutes	Counting	Counting	Counting	Counting	Counting
Whole Group I DO **ENGAGE/**	Hook	Foundation Builder	Explore 2: Comparing Fractions using Models	Comparing Fractions	Accessing Prior Knowledge

EXPLORE **20 minutes**	TTW introduce vocabulary and model hot to determine if two fractions are equivalent by labeling fraction strips and area models.	TTW introduce vocabulary and model how to compare and represent fractions by using the <, >, = with strip diagrams and area models.	TTW introduce vocabulary and model how to compare and represent fractions by using the <, >, = with strip diagrams and area models.	TTW introduce vocabulary and model how to compare fractions by using cross-multiplying with different numerators and denominators.	TTW introduce vocabulary and model how to represent unit fractions as sums by using visual aids and fraction strips.
WE DO/ **YOU DO** **EXPLORE/** **EXPLAIN** **20 minutes**	Explore 1- Generating Equivalent Fractions	Show What You Know: Comparing Fractions using Models	Interactive Practice: Pie Eating Practice	STAAR Based Assessment	Explore 1: Compose & Decompose Unit Fractions
Multiple Response Strategies	**Fraction Detective Challenge** Objective: Students analyze visual clues to solve fraction mysteries. Instructions: Give students a "mystery fraction" represented by a strip or area model. Provide several candidate fractions. Students must identify	**"Fraction Face-Off" Game** Objective: Students compete to determine equivalence using cross-multiplication. Instructions: Create fraction cards (e.g., 2/3, 4/6, 3/5, 6/10). Students draw two cards and use cross-multiplication to check for equivalence.	**"Fraction Detective"** Error Analysis Objective: Deepen understanding by analyzing mistakes. Instructions: Show a sample student's work comparing two fractions incorrectly. Students identify the error and correct it using a visual model	**"Which One Doesn't Belong?"** Objective: Encourage reasoning and discussion. Instructions: Present four fraction pairs, three of which are correctly compared using cross-multiplication. One pair is incorrect or misleading. Students identify the	**Digital Drag-and-Drop Comparison** (Nearpod AI generated) Objective: Interactive visual comparison practice. Instructions: Create slides with fraction pairs and draggable symbols. Students drag <, >, = to complete

	which fraction(s) are equivalent and explain their reasoning. Assessment Prompt: "The mystery fraction is shown in this model. Which of these fractions match it? Prove it!"	If the fractions are equivalent, they earn a point. Bonus: Have students explain their reasoning to a partner or small group. Assessment Prompt: "Use cross-multiplication to check if 3/4 and 6/8 are equivalent. Show your work and explain."	and the correct symbol. Assessment Prompt: "Student A says 1/2 < 1/3. Do you agree? Use a strip diagram to explain."	outlier and explain why. Assessment Prompt: Which comparison is incorrect? Use cross-multiplication to prove your answer."	comparisons. Include a slide for students to explain their reasoning using cross-multiplication. Assessment Prompt: "Drag the correct symbol to compare 6/11 and 5/9. Then explain your choice."
SGGM/Math Menu/Stations 30 minutes	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math
Demonstration of Learning 10 minutes	Week 2 DOL's	Week 2 DOL's	Week 2 DOL's	Week 2 DOL's	Week 2 DOL's
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Small Group Intervention Fraction Strips	**Intervene:** Small Group Intervention Fraction Strips	**Intervene:** Provide fraction circles to students. Have them find equivalent fractions by placing smaller fraction pieces on larger pieces to	**Intervene:** Fluency Builder: Greater than Less than	

	Accelerate: Math Today: Landfills	**Accelerate:** Math Today: Landfills	cover them. Direct students to record equations to show the equivalent fractions. **Accelerate:** Ask students to write situations in which equivalent fractions may be useful. Give an example such as the following: "There is half a pizza left over, and 3 people want to share it." Challenge the students to determine that if the half pizza is divided into 3 equal shares, each share is ⅙ of the whole pizza. Show them that there are 3 shares ,so ½ =3/6.	**Accelerate:** Ask students to write situations in which equivalent fractions may be useful. Give an example such as the following: "There is half a pizza left over, and 3 people want to share it." Challenge the students to determine that if the half pizza is divided into 3 equal shares, each share is ⅙ of the whole pizza. Show them that there are 3 shares ,so ½ =3/6.	
Success Criteria *A student has achieved mastery when…*	***Students will***: ● Use models to determine if two fractions are equivalent ● Use linear	***Students will***: ● Use models to determine if two fractions are equivalent ● Use linear	***Students will***: ● Use models to determine if two fractions are equivalent ● Use linear	***Students will***: ● Use models to determine if two fractions are equivalent ● Use linear	***Students will***: ● Represent a fraction as the sum of unit fractions ● Use models to

	models to determine if two fractions are equivalent • Model fractions with concrete objects • Identify equivalent fractions • Find fractions equivalent to a given fraction. • Use various strategies to compare two fractions • Justify the results of comparing fractions by explaining the strategy used • Record results of comparing fractions by writing >, <, = or between them	models to determine if two fractions are equivalent • Model fractions with concrete objects • Identify equivalent fractions • Find fractions equivalent to a given fraction.	models to determine if two fractions are equivalent • Model fractions with concrete objects • Identify equivalent fractions • Find fractions equivalent to a given fraction.	models to determine if two fractions are equivalent • Model fractions with concrete objects • Identify equivalent fractions • Find fractions equivalent to a given fraction.	record sums of unit fractions • Add unit fractions and record the fraction represented by the sum. • Use models to decompose fractions in multiple ways • Express a fraction as the sum of fractions • Record a fraction sum for an expression with fractional addends
Resources	**STEMscopes:** STAAR Based Assessments Decide & Defend Skills Quiz Technology Enhanced Questions Math Story: A Special Baseball Problem Based Task: Family Feast Spiraled Review: Launch Day				

	PhET-Fraction Maker

WEEK 3					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	10/6/25	*10/7/25*	*10/8/25*	*10/9/25*	*10/10/25*
Student Expectations **TEK**	Compose & Decompose Fractions & Mixed Numbers 4.3A,4.3B	Rational Numbers on a Number Line 4.2H, 4.3G	Rational Numbers on a Number Line 4.2H, 4.3G	**Instructional Flex Day**	**LAN Teacher Holiday**
Learning Objective	TLW decompose fractions into different sums with the same/different denominator by using unit fractions	TLW will identify the location of a decimal point on a number line and represent decimals to the tenths and hundredths as distances from zero on a number line.	TLW represent fractions to the tenths and hundredths as distances from zero on a number line.		
Daily Numeracy 10 minutes	Blank Number Line	Blank Number Line	Blank Number Line		
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**	Skills Basics: Represent Fractions Multiple Ways TTW model how to decompose fractions	Hook TTW introduce vocabulary and model	Nearpod: Understanding Fractions on a Number Line TTW model how to		

	into different sums by using unit fractions.	how to locate and represent decimals by labeling and using a number line.	represent fractions to the tenths and hundredths by labeling and using a number line.		
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**	Show What You Know Part 2: compose and Decompose Fractions in Multiple Ways	Explore 1: Decimals on a Number Line	Explore 2: Explore Fractions on a Number Line		
Multiple Response Strategies	**“Write It Your Way”** Objective: Encourage creativity and flexibility in decomposition. Instructions: Give students a fraction and ask them to write three different decompositions using unit fractions. Include a reflection prompt: “Which decomposition was easiest to find? Why?” Assessment Prompt: “Decompose 2/3 in three different ways using unit fractions. Use both same and	**“Decimal Drop”** Number Line Game Objective: Students place decimals correctly on a number line. Instructions: Provide blank number lines labeled from 0 to 1 or 0 to 2. Give students decimal cards (e.g., 0.3, 0.75, 1.2). Students place each decimal on the number line and explain their reasoning. Assessment Prompt:	**“Which One is Closer?”** Comparison Challenge Objective: Students compare distances from zero. Instructions: Present two fractions (e.g., 3/10 and 35/100). Ask students to place both on a number line and determine which is closer to 1. Encourage use of equivalent fractions. Assessment Prompt:		

	different denominators."	"Place 0.6 and 0.65 on the number line. Which is closer to 1? How do you know?"	"Which is closer to 1: 3/10 or 35/100? Use a number line to prove your answer."		
SGGM/Math Menu/Stations 30 minutes	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math		
Demonstration of Learning 10 minutes	Week 3 DOL's	Week 3 DOL's	Week 3 DOL's		
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Small Group Intervention **Accelerate:** Math Today: Bakery Closing	**Intervene:** Small Group Intervention . **Accelerate:** Math Today-Deep Lake Cooling in Toronto, Canada	**Intervene:** Assorted Number Lines **Accelerate:** Math Today-Deep Lake Cooling in Toronto, Canada		
Success Criteria	***Students will:*** ● Represent a	***Students will:*** ● Understand	***Students will:*** ● Understand		

A student has achieved mastery when…	fraction as the sum of unit fractions ● Use models to record sums of unit fractions ● Add unit fractions and record the fraction represented by the sum. ● Use models to decompose fractions in multiple ways ● Express a fraction as the sum of fractions ● Record a fraction sum for an expression with fractional addends	that decimal numbers can be represented on the number line between two whole numbers ● Understand that 10 equal parts between two consecutive whole numbers on the number line represent tenths. ● Understand that 10 equal parts between two consecutive tenths on the number line represent hundredths ● Identify a fraction or decimal number for a point marked on a number line ● Find the location for a given fraction or decimal	that decimal numbers can be represented on the number line between two whole numbers ● Understand that 10 equal parts between two consecutive whole numbers on the number line represent tenths. ● Understand that 10 equal parts between two consecutive tenths on the number line represent hundredths ● Identify a fraction or decimal number for a point marked on a number line ● Find the location for a given fraction or decimal		

		number on a number line • Understand that a point on a number line represents the total distance from 0 to that point. • Name an equivalent fraction for a decimal number or an equivalent decimal number for a fraction	number on a number line • Understand that a point on a number line represents the total distance from 0 to that point. • Name an equivalent fraction for a decimal number or an equivalent decimal number for a fraction		
Resources	**STEMscopes:** Nearpod BrainPop STAAR Based Assessment Decide & Defend Skills Quiz Technology Enhanced Questions Math Story: The Math of a Flag Spiral Review: Cleaning Great Aunt Priscilla' s House Career Connections: Thomas M. Whitney				

WEEK 4					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	10/13/25	*10/14/25*	*10/15/25*	*10/16/25*	*10/17/25*
Student Expectations **TEK**	**Fall Parent Conferences**	Add & Subtract Fractions 4.3EF	Add & Subtract Fractions 4.3EF	Add & Subtract Fractions 4.3EF	**EG** Add & Subtract Fractions 4.3EF
Learning Objective		TLW represent and solve addition and subtraction of fractions with equal denominators using objects, pictorial models, and properties of operations.	TLW represent and solve addition and subtraction of fractions with equal denominators using objects, pictorial models, and properties of operations.	TLW use benchmark fractions to estimate sums and differences of fractions using models or number lines..	TLW use benchmark fractions to estimate sums and differences of fractions using models or number lines..
Daily Numeracy 10 minutes		Solve It	Solve It	Solve It	Solve It
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**		Accessing Prior Knowledge TTW introduce vocabulary and model how to solve addition and subtraction fractions with equal	Foundation Builder TTW introduce vocabulary and model how to solve addition and subtraction fractions with equal	Benchmark Fractions to estimate sums and differences TTW introduce vocabulary and model how to estimate sums and differences of fractions by using	Benchmark Fractions to estimate sums and difference TTW introduce vocabulary and model how to estimate sums and differences of fractions by using

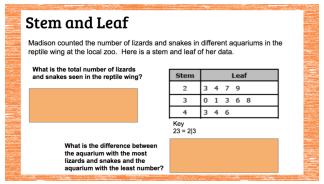
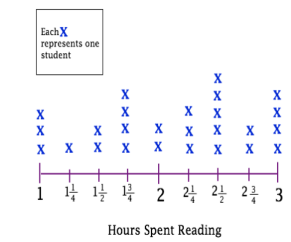
		denominators by using objects and properties of operations.	denominators by using number lines and properties of operations.	models or number lines.	models or number lines.
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**		Explore 1: +/- using objects	Explore 2: +/- using a number line	Explore 3: Evaluate using Benchmark Fractions	Explore 3: Evaluate using Benchmark Fractions
Multiple Response Strategies		**"Build It & Solve It"** with Fraction Manipulatives Objective: Use objects (e.g., fraction tiles or circles) to model and solve problems. Instructions: Provide fraction manipulatives (e.g., 1/4 pieces). Give students problems like: "You have 2/4 of a pizza and eat 1/4. How much is left?" Students model the	**"Draw & Solve"** Pictorial Models Objective: Use drawings to represent and solve fraction problems. Instructions: Students draw bar models, circles, or number lines to represent problems. Encourage labeling and use of the properties of operations (e.g., associative, commutative).	**"Model It!"** with Fraction Bars or Circles Objective: Use visual models to support estimation. Instructions: Provide fraction bars or circles. Students model each fraction and visually estimate the sum or difference. Compare their estimate to the actual answer. Assessment Prompt:	**Digital Drag-and-Drop Estimation** (Nearpod AI generated) Objective: Interactive estimation practice. Instructions: Create slides with number lines and draggable fraction points. Students place fractions and estimate sums/differences using benchmarks. Assessment Prompt:

		problem and write the equation.	Assessment Prompt: “Draw a model to show 5/10 – 2/10. Write the equation and explain your drawing.”	“Use fraction bars to model 3/10 + 4/10. Estimate the sum using benchmarks. Is it closer to ½ or 1?”	“Drag 2/3 and 1/4 to the number line. Estimate their sum using benchmarks. What’s your reasoning?”
SGGM/Math Menu/Stations 30 minutes		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math
Demonstration of Learning 10 minutes		Week 4 DOL’s	Week 4 DOL’s	Week 4 DOL’s	Week 4 DOL’s
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**		**Intervene:** Small Group Intervention Supplemental Aids: Circles **Accelerate:** Math Today: Winbot	**Intervene:** Small Group Intervention Supplemental Aids: Fractions **Accelerate:** Math Today: Winbot	**Intervene:** Small Group Intervention Supplemental Aids: Open Number Lines **Accelerate:** Create Your Own	

Success Criteria *A student has achieved mastery when…*		***Students will*:** • Use bars or fraction strips to model problems that involve +/- fractions • Sketch diagrams to solve problems that involve +/- fractions • Solve problems that involve +/- fractions • Use benchmarks of 0, ¼, ½, ¾, and 1 to estimate sums and differences with fractions • Evaluate the reasonableness of sums and differences with fractions	***Students will*:** • Use bars or fraction strips to model problems that involve +/- fractions • Sketch diagrams to solve problems that involve +/- fractions • Solve problems that involve +/- fractions • Use benchmarks of 0, ¼, ½, ¾, and 1 to estimate sums and differences with fractions • Evaluate the reasonableness of sums and differences with fractions	***Students will*:** • Use bars or fraction strips to model problems that involve +/- fractions • Sketch diagrams to solve problems that involve +/- fractions • Solve problems that involve +/- fractions • Use benchmarks of 0, ¼, ½, ¾, and 1 to estimate sums and differences with fractions • Evaluate the reasonableness of sums and differences with fractions	***Students will*:** • Use bars or fraction strips to model problems that involve +/- fractions • Sketch diagrams to solve problems that involve +/- fractions • Solve problems that involve +/- fractions • Use benchmarks of 0, ¼, ½, ¾, and 1 to estimate sums and differences with fractions • Evaluate the reasonableness of sums and differences with fractions
Resources		**STEMscopes:** Nearpod STAAR Based Assessments Decide & Defend Skills Quiz			

		Technology Enhanced Questions Problem Base Task Spiraled Review: Money Monday Interactive Practice: Fraction Cards

WEEK 5					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	10/20/25	*10/21/25*	*10/22/25*	*10/23/25*	*10/24/25*
Student Expectations **TEK**	Represent and Interpret Data **4.9A**B	Represent and Interpret Data **4.9A**B	Represent and Interpret Data **4.9A**B	Represent and Interpret Data **4.9A**B	**EG** Represent and Interpret Data **4.9A**B Re-Teach/Assess/ Intervention Explore 3: Representing in Multiple Ways
Learning Objective	TLW represent data on a frequency table and dot plot with whole numbers and fractions.	TLW represent data on a stem and leaf plot with decimals and whole numbers.	TLW solve one-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.	TLW solve one and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.	
Daily Numeracy 10 minutes	Fact Fluency 7's	Fact Fluency 7's	Fact Fluency 7's	Fact Fluency 7's	
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**	Nearpod: Representing Data TTW introduce vocabulary and model how to represent data on a frequency table and dot plot with whole numbers and fractions by organizing and displaying data to	.Nearpod: Representing Data TTW introduce vocabulary and model how to represent data on a stem and leaf plot with decimals and numbers by reading the key and organizing data based	Representing Data TTW model how to solve one-step problems using data in whole numbers/ decimals/fractions form by following process steps, organizing and	Representing Data TTW model how to solve one-step and two step problems using data in whole numbers/ decimals/fractions form by following process steps,	

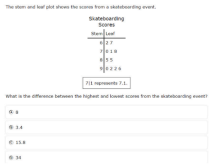
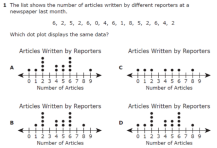
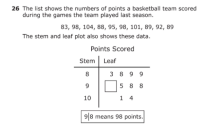
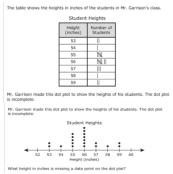
	show how values are distributed and compared.	on the value of the decimals and whole numbers.	labeling the data.	organizing and labeling the data.	
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**	Explore 1: Frequency Tables & Dot Plot	Explore 2: Stem and Leaf Plot			
Multiple Response Strategies	**“Survey & Plot” Classroom Activity** Objective: Students collect real-world data and represent it. Instructions: Conduct a quick classroom survey (e.g., “How many hours did you read this week?” with answers like 1.5, 2, 2.5). Students record responses in a frequency table. Then create a dot plot to represent the data. Assessment Prompt:	**“Fix the Plot” Error Analysis** Objective: Students evaluate and correct a flawed stem-and-leaf plot. Instructions: Show a stem-and-leaf plot with errors (e.g., incorrect stems, misplaced decimals). Students identify and correct the mistakes. Assessment Prompt: “This stem-and-leaf plot has errors. Can you find and fix them?	**Digital Drag-and-Drop** (Nearpod AI Generated) Objective: Interactive data analysis. Instructions: Create slides with visual data displays and draggable question prompts. Students drag answers or type responses to solve one-step problems. Assessment Prompt: “Use the frequency	**“Create & Solve” Data Challenge** Objective: Students generate their own data and write problems. Instructions: Students create a frequency table, dot plot, or stem-and-leaf plot using a set of numbers (whole, decimal, or fraction). Then write one- and two-step problems for a partner to solve.	

	"Create a frequency table and dot plot using the class's reading data. Include both whole numbers and fractions."	Explain your reasoning."	table to find the total number of responses. Drag the correct answer."	Assessment Prompt: "Create a stem/leaf plot using these values: 1.5, 2, 2.5, 3, 3.5. Write two questions your partner can solve using your plot."	
SGGM/Math Menu/Stations 30 minutes	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	
Demonstration of Learning 10 minutes	Week 5 DOL's	Week 5 DOL's	Week 5 DOL's	Week 5 DOL's	
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Small Group Intervention **Accelerate:** Math Today: Sand Cultures	**Intervene:** Small Group Intervention **Accelerate:** Math Today: Sand Cultures	**Intervene:** Fluency Builder: Data Match **Accelerate:** Create Your Own	**Intervene:** Fluency Builder: Data Match **Accelerate:** Create Your Own	

Success Criteria *A student has achieved mastery when...*	***Students will:*** • Record data, including fractional values on a frequency table • Record data, including fractional values on a dot plot. • Record data on a stem-and-leaf plot • Solve problems that require retrieving information from a frequency table, dot plot, or stem-and-leaf plot • Select appropriate operations to solve problems • Perform operations with whole numbers, decimals, and fractions with precision	***Students will:*** • Record data, including fractional values on a frequency table • Record data, including fractional values on a dot plot. • Record data on a stem-and-leaf plot • Solve problems that require retrieving information from a frequency table, dot plot, or stem-and-leaf plot • Select appropriate operations to solve problems • Perform operations with whole numbers, decimals, and fractions with precision	***Students will:*** • Record data, including fractional values on a frequency table • Record data, including fractional values on a dot plot. • Record data on a stem-and-leaf plot • Solve problems that require retrieving information from a frequency table, dot plot, or stem-and-leaf plot • Select appropriate operations to solve problems • Perform operations with whole numbers, decimals, and fractions with precision	***Students will:*** • Record data, including fractional values on a frequency table • Record data, including fractional values on a dot plot. • Record data on a stem-and-leaf plot • Solve problems that require retrieving information from a frequency table, dot plot, or stem-and-leaf plot • Select appropriate operations to solve problems • Perform operations with whole numbers, decimals, and fractions with precision	

Resources	**STEMscopes:** Nearpod BrainPop Show What You Know Part 1: Frequency Tables & Dot Plots Show What You Know Part 2: Stem-and-Leaf Plots Show What You Know Part 3 Representing Data in Multiple Ways: Math Story: The Orchid Report STAAR Based Assessment Decide & Defend Skills Quiz Technology Enhanced Questions				

WEEK 6					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	10/27/25	*10/28/25*	*10/29/25*	*10/30/25*	*10/31/25*
Student Expectations **TEK**	Represent and Interpret Data **4.9A**B	Represent and Interpret Data **4.9A**B	**Spiral Review**	**Spiral Review**	**Last Day of 1st Six Weeks** **EG** **Goal Setting/ Conferencing/Data Binders**
Learning Objective	TLW solve one and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.	TLW solve one and two-step problems using data in whole number, decimal, and fraction form in a frequency table, dot plot, or stem-and-leaf plot.			
Daily Numeracy 10 minutes	Fact Fluency 8's	Fact Fluency 8's			
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**	TTW model how to solve one-step and two step problems using data in whole numbers/ decimals/fractions form by following	TTW model how to solve one-step and two step problems using data in whole numbers/ decimals/fractions form by following			

	process steps, organizing and labeling the data. 	process steps, organizing and labeling the data. 			
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**					
Multiple Response Strategies	**“Explain Your Thinking” Journaling”** Objective: Encourage reasoning and explanation. Instructions: Students solve a problem using a data display. Then write a short explanation of how they used the data and operations to solve it. Assessment Prompt:	**Digital Drag-and-Drop** (Nearpod AI generated) Objective: Interactive problem-solving with visual data. Instructions: Create slides with data displays and draggable question prompts. Students solve one- and two-step problems and explain			

	"Use the stem-and-leaf plot to find the average of the scores. Explain how you used the data to solve the problem."	their answers. Assessment Prompt: "Use the frequency table to find the total number of responses. Then calculate how many more responses were in the highest category than the lowest."			
SGGM/Math Menu/Stations 30 minutes	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder -Progress Learning -Imagine Math			
Demonstration of Learning 10 minutes	Week 6 DOL's	Week 6 DOL's			
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Flocabulary: Dot Plots **Accelerate:** Nearpod: Accelerated Lessons	**Intervene:** Flocabulary: Dot Plots **Accelerate:** Nearpod: Accelerated Lessons			
Success	***Students will:***	***Students will:***			

Criteria *A student has achieved mastery when…*	• Record data, including fractional values on a frequency table • Record data, including fractional values on a dot plot. • Record data on a stem-and-leaf plot • Solve problems that require retrieving information from a frequency table, dot plot, or stem-and-leaf plot • Select appropriate operations to solve problems • Perform operations with whole numbers, decimals, and fractions with precision	• Record data, including fractional values on a frequency table • Record data, including fractional values on a dot plot. • Record data on a stem-and-leaf plot • Solve problems that require retrieving information from a frequency table, dot plot, or stem-and-leaf plot • Select appropriate operations to solve problems • Perform operations with whole numbers, decimals, and fractions with precision			

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4th Grade LAN Math Blueprint 2nd 6wks

Number of Questions: 15 Questions

Item Type	HS	IC	MC	MR	NLDP	XCR
Item Count	2	3	7	1	1	1

Standard	Bloom's Taxonomy							Total
	Create	Evaluate	Analyze	Apply	Understand	Remember	N/A	
4.2(H) determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line. ***Supporting Standard***	0	0	0	0	0	0	1	1
4.3(A) represent a fraction *a*/*b* as a sum of fractions 1/*b*, where *a* and *b* are whole numbers and *b* > 0, including when *a* > *b*; ***Supporting Standard***	0	0	0	0	0	0	1	1
4.3(B) decompose a fraction in more than one way into a sum of fractions with the same denominator using concrete and pictorial models and recording results with symbolic representations; ***Supporting Standard***	0	0	0	0	0	0	1	1
4.3(D) compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or <; ***Readiness Standard***	0	0	0	0	0	0	2	2
4.3(E) represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models that build to the	0	0	0	2	0	0	0	2

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Standard	Bloom's Taxonomy							Total
	Create	Evaluate	Analyze	Apply	Understand	Remember	N/A	
4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line. ***Supporting Standard***	0	0	0	0	1	0	0	1
4.4(A) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm; ***Readiness Standard***	0	0	0	0	0	0	2	2
4.9(A) represent data on a frequency table, dot plot, or stem-and-leaf plot marked with whole numbers and fractions; and ***Readiness Standard***	0	0	0	0	2	0	2	4
Total:	**0**	**0**	**0**	**2**	**3**	**0**	**10**	**15**