



4th Grade Bluebonnet Math

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction

19 Days

Internalization Resources	District Calendar Resources	STAAR Resources	Additional Resources	Dual Language Resources
Lesson Internalization Protocol Module Overview Teacher Guide CIA Guide Module Vocabulary, Tools, Symbols TEKS Standards Progression Content Study Slides Module 1 Templates	District Assessment Calendar Bluebonnet Pacing Calendar 2026-2027 Curriculum Map CIA Window: October 13 - 23	Square: 4th Grade STAAR Question Analysis STAAR Practice Frequency Distribution Chart	Vocabulary Cards Station Activities Spiral Reviews Focus TEKS Reteach Slide Decks Fluency Practice Elementary Syllabus Report errors to SustainEd	Dual Language Coded Vocabulary Cards
<u>Pacing Suggestions for Module 1:</u> • Omit lesson 9: Lesson 9 has a similar objective to lessons 7 and 8. • Omit lesson 18: Teach after STAAR. • Omit lesson 19: Teach after STAAR.				
RISD LEARNER FRAMEWORK				

 IGNITE	 WONDER/DISCOVER	 COLLABORATE	 APPLY/CREATE	 REFLECT
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	Day 1	Day 2	Day 3	Day 4	Day 5
Topic Overview	Topic A				Topic B
Daily Lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
TEKS	4.2A, 4.2B, 4.2C	4.2A, 4.2B, 4.2C	4.2A, 4.2B, 4.2C	4.2A, 4.2B, 4.2C	4.2C, 4.2B
ELPS	1D, 1E, 2B, 2F, 2E, 3F, 4C				1D, 1E, 2F, 2E, 3G, 4C
Priority TEKS	4.2A	4.2A	4.2B	4.2B	4.2C
Learning Objective	Interpret a multiplication equation as a comparison.	Recognize a digit represents 10 times the value of what it represents in the place to its right.	Name numbers within 1 billion by building understanding of the place value chart and placement of commas for naming base thousand units.	Read and write multi-digit numbers using base ten numerals, number names, and expanded notation.	Read and write multi-digit numbers using base ten numerals, number names, and expanded notation.
Success Criteria	- I can interpret 1 ten is 10 times as much as 1 one. - I can interpret one hundred is 10 times as much as 1 ten. - I can interpret one thousand is 10 times as much as 1 hundred.	- I can multiply single units by 10 to build the place value chart to 1 million and divide to reverse the process. - I can multiply and divide multiple copies of one unit by 10. - I can multiply and divide multiple copies of two different units by 10.	- I can represent patterns of the base ten system and place commas for naming base thousand units. - I can add to make 10 of a unit and bundle up to 1 billion. - I can multiply 10 times as many of a digit with multiple units.	- I can represent a five-digit number in word form and expanded notation. - I can transcribe a number in word form to standard and expanded notation. - I can convert a number in expanded notation to word and standard form.	- I can compare two numbers with an equal amount of the largest units. - I can compare values of multiple numbers using a place value chart. - I can compare numbers in different number forms.

Daily Slide Deck	M1 L1- Slide Deck	M1 L2- Slide Deck	M1 L3- Slide Deck	M1 L4- Slide Deck	M1 L5- Slide Deck
Daily Spiral Activity	Spiral Review L1	Spiral Review L2	Spiral Review L3	Spiral Review L4	Spiral Review L5
Support Video	M1 L1 - Video	M1 L2 - Video	M1 L3 - Video	M1 L4 - Video	M1 L5 - Video
Enrichment DOL To support growth for students who've already mastered the concept (PLC #4), these enrichment DOLs may be used in place of the DOLs in the row above.					
Zearn Lesson	Bundle Action!	10 Times	Commas,	What's Your Name?	<, >, or =?

	Day 6	Day 7	Day 8	Day 9	Day 10
Topic Overview	Topic B	Topic C			
Daily Lesson	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10 4.2D Monitoring
TEKS	4.2C, 4.2B	4.2D, 4.4G	4.2D, 4.4G	4.2D, 4.4G	4.2D, 4.4G
ELPS	1D, 1E, 2F, 2E, 3G, 4C	1D, 1E, 2B, 2F, 2E, 4C			
Priority TEKS	4.2C	4.2D	4.2D	4.2D	4.4G
Learning Objective	Order numbers based on the meanings of the digits from greatest to least and least to greatest.	Round multi-digit numbers to the thousands place using the vertical number line.	Round multi-digit numbers to any place using the vertical number line.	Round multi-digit numbers to any place using the vertical number line.	Round and use compatible numbers to estimate solutions.
Success Criteria	I can order a set of numbers from	I can use a vertical number line to round	I can use a vertical number line to round	I can round to the nearest thousand	I can round one number to multiple

	greatest to least and least to greatest. - I can order a set of numbers in expanded notation from least to greatest. - I can compare and order data from a table.	four-digit numbers to the nearest thousand. - I can use a vertical number line to round five-digit numbers to the nearest thousand. - I can use a vertical number line to round six-digit numbers to the nearest thousand.	five- and six-digit numbers to the nearest ten thousand. - I can use a vertical number line to round six-digit numbers to the nearest hundred thousand. - I can estimate with addition and subtraction.	without using a number line. - I can round to the nearest ten thousand or hundred thousand without using a vertical line. - I can round to any value without using a number line.	units. - I can determine the best estimate to solve a word problem. - I can choose a unit of rounding to solve a word problem.
Daily Slide Deck	M1 L6- Slide Deck	M1 L7- Slide Deck	M1 L8 - Slide Deck	M1 L9- Slide Deck	M1 L10- Slide Deck
Daily Spiral Activity	Spiral Review L6	Spiral Review L7	Spiral Review L8	Spiral Review L9	Spiral Review L10
Support Video	M1 L6 - Video	M1 L7 - Video	M1 L8 - Video	M1 L9 - Video	M1 L10 - Video
Enrichment DOL To support growth for students who've already mastered the concept (PLC #4), these enrichment DOLs may be used in place of the DOLs in the row above.					
Zearn Lesson		Round and Round	Oh, the Places You'll Round	Round It!	Round the World

	Day 11	Day 12	Day 13	Day 14	Day 15
Topic Overview	Topic D		Topic E		
Daily Lesson	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15

TEKS	4.4A, 4.4G, 4.5A, 4.2A, 4.2B, 4.2C	4.4A, 4.4G, 4.5A, 4.2A, 4.2B, 4.2C	4.4A, 4.4G, 4.5A, 4.2A, 4.2B	4.4A, 4.4G, 4.5A, 4.2A, 4.2B	4.4A, 4.4G, 4.5A, 4.2A, 4.2B
ELPS	1E, 2F 3G, 4C		1D, 1E, 2F, 3G, 4C		
Priority TEKS	4.5A	4.4G	4.4A	4.5A	4.5A
Learning Objective	Use place value understanding to fluently add multi-digit whole numbers using the standard addition algorithm, and apply the algorithm to solve word problems using strip diagrams.	Solve multi-step word problems using the standard addition algorithm modeled with strip diagrams, and assess the reasonableness of answers using rounding.	Use place value understanding to decompose to smaller units once using the standard subtraction algorithm, and apply the algorithm to solve word problems using strip diagrams.	Use place value understanding to decompose to smaller units once using the standard subtraction algorithm, and apply the algorithm to solve word problems using strip diagrams.	Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using strip diagrams.
Success Criteria	- I can add and rename once, using place value disks in a place value chart. - I can add, rename, and use the standard algorithm and place value chart in multiple units. - I can solve a one-step word problem using the standard algorithm and model with a strip diagram.	- I can represent and solve a multi-step word problem using a strip diagram. - I can represent and solve a two-step word problem using a strip diagram and assess the reasonableness of the answer. - I can represent and solve a multi-step word problem using a strip diagram and assess reasonableness.	- I can use a place value chart and place value disks to model subtracting alongside the algorithm and regroup 1 hundred into 10 tens. - I can regroup 1 thousand into 10 hundreds using the subtraction algorithm. - I can represent and solve a subtraction word problem, regrouping 1 ten thousand into 10 thousands.	- I can use the standard algorithm and a strip diagram to represent and solve a subtraction problem and decompose twice. - I can use the standard algorithm and a strip diagram to represent and solve a subtraction problem and decompose three times. - I can use the standard algorithm to solve a word problem, model with a strip diagram, and decompose units 3 times.	- I can use the standard algorithm and a strip diagram to represent and solve a subtraction problem regrouping 5 times. - I can decompose numbers from 1 thousand and 1 million into smaller units to subtract, and model with place value disks. - I can represent and solve a word problem, decomposing units multiple times.

Daily Slide Deck	M1_L11 - Slide Deck	M1_L12 - Slide Deck	M1_L13 - Slide Deck	M1_L14 - Slide Deck	M1_L15 - Slide Deck
Daily Spiral Activity	Spiral Review L11	Spiral Review L12	Spiral Review L13	Spiral Review L14	Spiral Review L15
Support Video	M1_L11 - Video	M1_L12 - Video	M1_L13 - Video	M1_L14 - Video	M1_L15 - Video
Enrichment DOL To support growth for students who've already mastered the concept (PLC #4), these enrichment DOLs may be used in place of the DOLs in the row above.					
Zearn Lesson	Add It Up	Sum Sense	Subtraction Action	Take It Away	Unbundling Bonanza

	Day 16	Day 17	Day 18	Day 19
Topic Overview	Topic E	Topic F		
Daily Lesson	Lesson 16	Lesson 17	Lesson 18	Lesson 19
TEKS	4.4A, 4.4G, 4.5A, 4.2A, 4.2B	4.5A, 4.2A, 4.2B, 4.2C, 4.4A	4.5A, 4.2A, 4.2B, 4.2C, 4.4A	4.5A, 4.2A, 4.2B, 4.2C, 4.4A
ELPS	1D, 1E, 2F, 3G, 4C	1E, 2F, 2E, 3G, 4C		
Priority TEKS	4.4G	4.5A	4.5A	4.5A
Learning Objective	Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm	Solve additive compare word problems modeled with strip diagrams.	Solve multi-step word problems modeled with strip diagrams, and assess the reasonableness of answers using rounding.	Solve multi-step word problems modeled with strip diagrams, and assess the reasonableness of answers using rounding.

	to solve word problems using strip diagrams.			
Success Criteria	- I can represent and solve a two-step word problem, modeled with a strip diagram, assessing the reasonableness of the answer using rounding. - I can represent and solve two-step word problems, modeled with a strip diagram, assessing the reasonableness of the answer using rounding. - I can represent and solve a two-step, compare to smaller unknown word problem.	- I can represent and solve a single-step word problem using "how much more." - I can represent and solve a single-step word problem using "how many fewer." - I can represent and solve a two-step problem using "how much more."	- I can represent and solve a multi-step word problem requiring addition and subtraction. - I can model with a strip diagram. - I can check the reasonableness of the answer using estimation.	- I can create and solve a simple two-step word problem from a given strip diagram. - I can create and solve a two-step addition word problem from a given strip diagram. - I can create and solve a three-step word problem involving addition and subtraction from a given strip diagram.
Daily Slide Deck	M1 L16 - Slide Deck	M1 L17 - Slide Deck	M1 L18- Slide Deck	M1 L19 - Slide Deck
Daily Spiral Activity	Spiral Review L16	Spiral Review L17	Spiral Review L18	Spiral Review L19
Support Video	M1 L16 - Video	M1 L17 - Video	M1 L18 - Video	M1 L19 - Video
Enrichment DOL To support growth for students who've already mastered the concept (PLC #4), these enrichment DOLs may be used in place of the DOLs				

in the row above.				
Zearn Lesson	Break It and Model It		Reflect on Reasonableness	Tell the Tale