

4th Grade Unit 2 Priorities Document

4.2 Slidedeck **MILESTONE 4th Grade** SFUSD Math Unit 4.2 Lessons - SPANISH

Scope & Sequence	Please see the Draft Grade 4 Math Overview and Scope and Sequence document for important information about the year and emphases for each unit.									
SFUSD Curriculum	Unit 4.2 Whole Number Multiplication									
Comments	Incorporate opportunities to solidify fluency with multiplication and division within 100 (from 3.5, 3.6, 3.7).									
Big Idea	Multiplicative comparison describes how many times as much or as many one number is when compared to another.									
Teaching Window Change	4–5 weeks (was 21 days)									
Overarching Big Ideas	<table><tr><td>Less is more</td><td>Depth vs Breath</td><td>Relationships over everything</td><td colspan="2"><i>Access for all, especially emerging bilinguals & students with disabilities</i></td></tr></table>					Less is more	Depth vs Breath	Relationships over everything	<i>Access for all, especially emerging bilinguals & students with disabilities</i>	
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Grade 4 Resources	<table><tr><td>Gr 4 Curriculum Portal</td><td>Games in the Gr 4 Curriculum</td><td colspan="3">Math Talks Bank</td></tr></table>					Gr 4 Curriculum Portal	Games in the Gr 4 Curriculum	Math Talks Bank		
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Possible classroom materials / manipulatives	<table><tr><td>Anchor Chart / Poster Paper Markers Small White Board</td><td>Grade 4 Base-10 Blocks Geoboards Calculators Pattern Blocks Rulers</td><td colspan="3">2020-21 SFUSD Elementary Math Distance Learning Resources</td></tr></table>					Anchor Chart / Poster Paper Markers Small White Board	Grade 4 Base-10 Blocks Geoboards Calculators Pattern Blocks Rulers	2020-21 SFUSD Elementary Math Distance Learning Resources		
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Math Norms	important, but they are not the math. 	other's thinking. 	promote discussion. 	ideas make sense. 	strategies and multiple representations. 
Lesson 1	4.2 Lesson #1: Entry Task / SFUSD Math Unit 4.2 Lessons - SPANISH				
STANDARDS	CORE OBJECTIVE		MATH DESCRIPTION		
4.MD.2 4.MD.3	Multiplication can be represented as the area of a rectangle in which the dimensions (length and width) are the factors and the area is the product.		Joshua's New Floor Students find areas of various rectangular rooms with single-digit lengths. They decide which rooms could be covered with 200 square feet of tile. They find some dimensions of an extra room that has an area of 100 square feet.		
Technology Recommendations / Links			Independent Work / Homework		
• Slide Deck: 4.2 Student Use (Entry Task) • Seesaw 4.2 ENTRY Task (Lesson #1) • MATH Notebook			Entry HW .S. .C.		
Time (MINUTES)	Action		Notes		
2	Math Norms		Review the Math Norms with students.		
3	Icons & Symbols		Review each of the Icons & symbols		
2	Links & Links Usage		Review with students what each of the links mean and how you will use them		
2	Core Math		Review the Core Math with students + use example as a way to quickly review what the core math is.		
21	Lesson LAUNCH		Teach the LAUNCH of the lesson Synchronously.		

30	Lesson EXPLORE	Assign the EXPLORE of the lesson as ASYNCHRONOUS (Slides & Seesaw)
13	Lesson SUMMARIZE	Synchronously Review and Revisit the SUMMARY of the lesson. A few of the questions from the EXPLORE are in the summary.
6	Writing Prompt	Have students write a response to the prompt in their Math Digital Notebooks.
30	Homework	Assign homework for Entry Task
LESSON #2	4.2 Lesson #2: LS1 Day 4 / SFUSD Math Unit 4.2 Lessons - SPANISH	
STANDARDS	CORE OBJECTIVE	MATH DESCRIPTION
4.OA.1 4.OA.2	Numbers can be compared multiplicatively when we can determine how many times one of the numbers repeats to make another one.	Students learn about multiplicative comparison as a new way to compare two numbers.
Technology Recommendations / Links		Independent Work / Homework
- STUDENT USE IN LAUNCH (Lesson#2) LS1 DAY4 - STUDENT USE (LESSON #2) 4.2: LS 1 Day 4 - MATH Notebook		Day 4 HW S C
Time (MINUTES)	Action	Notes
2	Core Math	Review the Core Math with students + use example as a way to quickly review what the core math is.
5	Math Talk	Review the ideas of Number Strings...Have students discuss what they notice.
21	Lesson LAUNCH	Teach the LAUNCH of the lesson Synchronously.
30	Lesson EXPLORE	Assign the EXPLORE of the lesson as ASYNCHRONOUS (Slides & Seesaw)

8	Lesson SUMMARIZE	Synchronously Review and Revisit the SUMMARY of the lesson. A few of the questions from the EXPLORE are in the summary.
6	Writing Prompt	Have students write a response to the prompt in their Math Digital Notebooks.
30	Homework	Assign homework for Entry Task
LESSON #3	4.2 (Lesson #3) LS1 Day 5 / 4.2 (Lesson #3) LS 1 DAY 5 - SPANISH	
STANDARDS	CORE OBJECTIVE	MATH DESCRIPTION
4.OA.1 4.OA.2	Numbers can be compared multiplicatively when we can determine how many times one of the numbers repeats to make another one.	Students compare SF Bay Area animal body lengths to determine how many times longer some animals are compared to others.
Technology Recommendations / Links		Independent Work / Homework
- STUDENT USE: (Lesson #3) 4.2 LS1 DAY 5 - Number Line - Unifix Cubes - Multiplicative Comparison Giraffe and Photographer Presentation - MATH Notebook		Day 5 HW .S. .C.
Time (MINUTES)	Action	Notes
2	Math Norms	Review the Math Norms with students.
2	Core Math	Review the Core Math with students + use example as a way to quickly review what the core math is.
30	Launch the Lesson	Teach the LAUNCH of the lesson Synchronously.
30	Explore the Lesson	The EXPLORE of the lesson: Teach Synch or assign Asynch
30	Summarize the Lesson	Synchronously Review and Revisit the SUMMARY of the lesson. A few of the questions from the EXPLORE are in

		the summary.
6	Writing Prompt	Have students write a response to the prompt in their Math Digital Notebooks.
20-30	Assign Independent Work / Homework	Assign homework for Entry Task
LESSON #4	4.2 Lesson #4 LS1 Day 6 / SPANISH (Lesson #4): 4.2 LS1 Day 6	
STANDARDS	CORE OBJECTIVE	MATH DESCRIPTION
4.OA.1 4.OA.2 4.NBT.5	Multiplication situations can be represented with equations and a variety of visual models.	Students work to match word problems with multiplication equations and visual models.
Technology Recommendations / Links		Independent Work / Homework
- Seesaw 4.2 (Lesson #4) LS1 DAY 6 - MATH Notebook		Day 6 HW S C
Time (MINUTES)	Action	Notes
2	Math Norms	Review the Core Math with students + use examples as a way to quickly review what the core math is.
2	Core Math	Share the focal idea of the math with the students and have the students do the talking about the problem.
30	Launch the Lesson	Teach the LAUNCH of the lesson Synchronously.
30	Explore the Lesson	The EXPLORE of the lesson: Assign Asynch in Seesaw (link in slide)
30	Summarize the Lesson	Synchronously Review and Revisit the SUMMARY of the lesson. A few of the questions from the EXPLORE are in the summary. Lesson requires tight focus on asking students to question and to think about why or why cards match. This lesson may be taught over three days.

6	Writing Prompt	Have students write a response to the prompt in their Math Digital Notebooks.
20-30	Assign Independent Work / Homework	Assign homework for Entry Task
LESSON #5	4.2 Lesson #5 Apprentice Task / SPANISH (Lesson #5) Apprentice Task	
STANDARDS	CORE OBJECTIVE	MATH DESCRIPTION
4.OA.A.1 4.OA.A.2	When comparing two quantities, additive comparisons refer to “how much more?” while multiplicative comparisons refer to “how many times as many?”	Walkathon Students compare numbers into the tens of thousands, first with additive comparison, then with multiplicative comparison.
Technology Recommendations / Links		Independent Work / Homework
- Unifix Cubes - Number line - Graph Color Bars 4.2: STUDENT USE (Lesson #5) APPRENTICE Task		Apprentice HW S C
Time (MINUTES)	Action	Notes
2	Core Math	Share the focal idea of the math with the students and have the students do the talking about the problem.
5	Math Talk	Review Number Talk with Multiplication with students.
30	Launch the Lesson	Teach the LAUNCH of the lesson Synchronously.
30	Explore the Lesson	Assign the EXPLORE of the lesson as ASYNCHRONOUS (Slides)
30	Summarize the Lesson	Synchronously Review and Revisit the SUMMARY of the lesson. A few of the questions from the EXPLORE are in the summary.
6	Writing Prompt	Have students write a response to the prompt in their Math Digital Notebooks. (Asynchronously)

30	Assign Independent Work / Homework	Assign Independent work / homework for Apprentice Task
LESSON #6	4.2 Lesson #6 LS2 Day 1 / SPANISH (Lesson #6) LS2 Day 1	
STANDARDS	CORE OBJECTIVE	MATH DESCRIPTION
4.NBT.B.5	Numbers can be decomposed into their place value components. These components can be multiplied, then added back together to find the product of two multi-digit numbers. This can be represented with an area model.	Students represent multi-digit multiplication using base-10 blocks in an area model.
Technology Recommendations / Links		Independent Work / Homework
Seesaw: STUDENT USE (Lesson #6) 4.2 LS2 DAY 1		Day 1 HW S C
Time (MINUTES)	Action	Notes
6	Math Talk	Review and share ideas with students on “Which One Does Not Belong?”
30	Launch the Lesson	Teach the LAUNCH of the lesson Synchronously.
30	Explore the Lesson	Assign the EXPLORE of the lesson as ASYNCHRONOUS (Slides)
30	Summarize the Lesson	Synchronously Review and Revisit the SUMMARY of the lesson. A few of the questions from the EXPLORE are in the summary.
6	Writing Prompt	Have students write a response to the prompt in their Math Digital Notebooks. (Asynchronously)
30	Assign Independent Work / Homework	Assign as Independent work ASYNCHRONOUS
LESSON #7	4.2 Lesson #7 LS2 DAY 2 / 4.2 (Lesson #7) LS2 Day 2: SPANISH	
STANDARDS	CORE MATH	MATH DESCRIPTION
4.NBT.B.5	Numbers can be decomposed into their place value components. These components can be multiplied, then added back together to find the product of two multi-digit numbers. This is called the <i>partial product method</i> because the products of each part are calculated separately.	Students find partial products in order to solve two-digit by two-digit multiplication problems.

Technology Recommendations / Links		Independent Work / Homework
- STUDENT USE: 4.2 LS2 Day 2 (Lesson #7) / STUDENT USE (Lesson #7) LS2 Day 2: SPANISH - spinner (numbers 1-9)		Day 2 HW S C
Time (MINUTES)	Action	Notes
6	Math Talk	"Number String" point out how the numbers are related to each other
35	Lesson LAUNCH	Review estimation, number relationships, the box and area model methods for solving multiplication problems.
30	Lesson EXPLORE	Assign the EXPLORE of the lesson as ASYNCHRONOUS. <i>Students can use numbers provide or use a spinner; slides are provided for both.</i>
30	Lesson SUMMARIZE	Synchronously review a problem from Explore and solve two multiplication problems using estimates.
6	Writing Prompt	Have students write a response to the prompt in their Math Digital Notebooks. Read over what students are writing; student responses in writing supports student learning and gives the teacher insight into student mathematical learning needs.
30	Assign Independent Work / Homework	Assign and review with students.
LESSON #8	4.2 Lesson #8 Expert Task / 4.2 (Lesson #8) Expert Task: SPANISH	
STANDARDS	CORE OBJECTIVE	MATH DESCRIPTION
4.OA.A.1 4.OA.A.2 4.OA.A.3	Numbers can be compared additively (how many more) or multiplicatively (how many times as many).	Comparing Two Schools Students compare student populations from two schools using multiplicative comparisons.
Technology Recommendations / Links		Independent Work / Homework

STUDENT USE: 4.2 Expert Task (Lesson #8) / STUDENT USE 4.2 EXPERT Task (Lesson #8): SPANISH Kenyatta Problem (4.2: Expert Task Lesson #8)		Expert HW S C
Time (MINUTES)	Action	Notes
6	Math Talk	Number Talk with Multiplication
35	Lesson LAUNCH	Read over and review math word problem + Share with students how to approach reading and working through a word problem. + Do a math word problem using tape diagram with students
35	Lesson EXPLORE	Assign the EXPLORE of the lesson as ASYNCHRONOUS. / An example problem is worked through for the students to use as a reference.
35	Lesson SUMMARIZE	Review “why” to use a tape diagram + Review to examples of using a tape diagram with a number line. + Review an example from the Explore.
6	Writing Prompt	Have students write a response to the prompt in their Math Digital Notebooks. Read over what students are writing; student responses in writing supports student learning and gives the teacher insight into student mathematical learning needs.
30	Assign Independent Work / Homework	Assign and review with students.

LESSON #9	4.2 (Lesson #9) LS3 Day 2 / 4.2 (Lesson #9) LS3 Day 2: SPANISH	
STANDARDS	CORE OBJECTIVE	MATH DESCRIPTION
4.NBT.5	Multiplication problems with two factors can be represented	Students show how to represent multiplication with multi-digit

	concretely with area models and more abstractly with algorithms based on place value such as the box method.	numbers in a variety of ways, including words, tape diagrams, area models, and equations.
TECHNOLOGY LINKS AND RECOMMENDATIONS		HOMEWORK / INDEPENDENT WORK
STUDENT USE 4.2 LS3 Day 2 (Lesson #9) / STUDENT USE 4.2 LS3 Day 2 (Lesson #9): SPANISH		Day 2 HW S C
TIME	ACTION	NOTES
7	MATH TALK	Which One Does Not Belong? (Have students spend the time discussing which number does not belong and why they believe it so?)
30	LESSON LAUNCH	Read over each bubble and have students discuss. Have students solve problems along side you and one another. Have students discuss their thinking.
10	EXPLORE	Work through two box method problems before assigning in the EXPLORE (slides provided).
30	LESSON EXPLORE	Assign the EXPLORE of the lesson as ASYNCHRONOUS. / An example problem is worked through for the students to use as a reference.
30	LESSON SUMMARIZE	Multiplication using box method. There are additional problems from the homework that you may want to emphasize (only if time permits)
6	EXTENDED ACTIVITY FROM HOMEWORK	Homework problems (rounding and multiplication) are provided to review with students.
6	WRITING PROMPT	Multiplication writing problem. Have students share their writing with peers, this will support other students in deepening their understanding of different ways to think about multiplication.
30	HOMEWORK / INDEPENDENT WORK	Assign and review with students.

LESSON #10	4.2 (Lesson #10) LS3 Day 4	
STANDARDS	CORE OBJECTIVE	MATH DESCRIPTION
4.NBT.5	Multiplication can help solve real-world problems involving pricing plans.	Students use multiplication and addition to

4.MD.2		determine the best pricing option for a family of four to visit an Amusement Park.
TECHNOLOGY LINKS AND RECOMMENDATIONS		HOMEWORK / INDEPENDENT WORK
STUDENT USE 4.2 LS3 Day 4 (Lesson #10) / STUDENT USE 4.2 LS3 Day 4 (Lesson #10): SPANISH Kinetic Kingdom		Day 4 HW S C
TIME	ACTION	NOTES
7	Math Talk	Review contents of slide. Have students talk about how they may want to approach the multiplication problem.
30	Lesson LAUNCH	Synchronously teach the lesson. Students will use a calculate multiplication problems.
30	Lesson EXTENSION LAUNCH	There is link activity to engage students in fun multiplication story problem (multiplication as fun). Kinetic Kingdom
30	Lesson EXPLORE	<i>Assign to students asynchronously. Students will continue to solve multiplication problem with three Plans at Kinetic Kingdom</i>
30	Lesson SUMMARIZE	Review student work from the Explore ask students what did they notice and what do they wonder
6	Writing Prompt	Assign and review with students. "What is one thing you did well on this task?"
30	Homework / Independent Work	Assign homework Async.....as independent. Review with students when time permits.