LEADERSHIP ACADEMY NETWORK | FWISD

GRADE 4_ MATH | INSTRUCTIONAL PLANNING CALENDAR

9 WEEKS OVERVIEW

STANDARDS/UNITS ASSESSESSMENTS

Area and Perimeter

4.5C Use models to determine the formulas for the perimeter of a rectangle (l + w + l + w or 2l + 2w), including the special form for perimeter of a square (4s) and the area of a rectangle (l x w).

4.5D Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.

Profits, Budgets & Banking

4.10A Distinguish between fixed and variable expenses.

4.10B Calculate profit in a given situation.

4.10C Compare the advantages and disadvantages of various savings options.

4.10D Describe how to allocate a weekly allowance among spending; saving, including for college; and sharing.

4.10E Describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending.

Important Dates	Resources

Updated May 13, 2025

2/16 1st Day of 5th 6wks (Spring Parent Conferences) (No School) 2/23 thru 2/27 Spring Benchmark Testing (Specific Date to be determined by campus) 3/16 thru 3/20 Spring Break 3/23 LAN Teacher Day off 4/3 Good Friday (No School) 4/7 STAAR Reading 4/14 STAAR Science 4/21 STAAR Math If you have any questions/concerns please reach out to me Latreesha Leonard *****Stemscopes has to be opened in order to access the links***** *****Khan Academy*** have students scan the QR code, (x) out of promotion and assignment will appear.** **Direct Link to Weekly IPC**	YAG Editable Copy of IPC Block Breakdown MTSS Guide MRS: Multiple Response Strategies Fact Fluency Guideline Math Supplemental aids for STAAR

5th Six Weeks Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 **6th Six Weeks** **Week 1*** **Week 2*** **Week 3***	

WEEK 1					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	2/16/26	*2/17/26*	*2/18/26*	*2/19/26*	*2/20/26*
Student Expectations **TEK**	**Spring Parent Conferences**	Area 4.5D	Area 4.5D	Perimeter 4.5D	**EG** **Area/Perimeter** **4.5D**
Learning Objective		TLW solve problems related to perimeter and **area** of rectangles where dimensions are whole numbers by using the formula (A= L x W)	TLW solve problems related to perimeter and **area** of rectangles where dimensions are whole numbers by using the formula (A= L x W)	TLW solve problems related to **perimeter** and area of rectangles where dimensions are whole numbers by using the formula (P= S + S + S + S) or (P= 2L + 2W)	

Daily Numeracy 10 minutes		POD: 4.3D	POD: 4.3D	POD: 4.3D	
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**		STAAR Reference Sheet Length & Width TTW introduce vocabulary, reference sheet and model how to determine the area using the formula l x w.	STAAR Reference Sheet Explore 1: Area & Perimeter TTW introduce vocabulary, reference sheet and model how to determine the area using the formula l x w.	STAAR Reference Sheet Explore 1: Area & Perimeter TTW introduce vocabulary, reference sheet and model how to determine the perimeter by using the formula (P= S + S + S + S) or (P= 2L + 2W)	
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**		I do/We Do 4.5D	I do/We Do 4.5D	I do/We Do 4.5D	
Multiple Response Strategies		**4-Corners**	**Whiteboard**	**Gallery Walk**	
SGGM/Math Menu/Stations 30 minutes		-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder	-Teacher Led Activity -STEMscopes (see below) -Spiral Review -Fluency Builder	

		-Progress Learning -Imagine Math	-Progress Learning -Imagine Math	-Progress Learning -Imagine Math	
Demonstration of Learning **10 minutes**		Week 1	Week 1	Week 1	
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**		**Intervention:** **Small Group Intervention** **Acceleration:** **Math Today: South Africa Worms**	**Intervention:** **Small Group Intervention** **Acceleration:** **Math Today: South Africa Worms**	**Intervention:** **Small Group Intervention** **Acceleration:** **Create Your Own**	
Success Criteria *A student has achieved mastery when…*		***Students will:*** • Apply formulas for perimeter and area to solve problems • Distinguish between perimeter and area based on the context of the problem • Perform calculations with precision • Apply appropriate units to prepare and area values	***Students will:*** • Apply formulas for perimeter and area to solve problems • Distinguish between perimeter and area based on the context of the problem • Perform calculations with precision • Apply appropriate units to prepare and area values	***Students will:*** • Apply formulas for perimeter and area to solve problems • Distinguish between perimeter and area based on the context of the problem • Perform calculations with precision • Apply appropriate units to prepare and area values	

Resources	***STEMscopes*** STAAR Based Assessment Decide & Defend Skills Quiz Technology Enhanced Questions Nearpod BrainPopJr Flocabulary KHAN Academy Spiraled Review: Ralph the rock collector ***(be sure the app is open prior to clicking on these links)***

WEEK 2					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	2/23/26	*2/24/26*	*2/25/26*	*2/26/26*	*2/27/26*
Student Expectations **TEK**	**Instructional Flex Day**	Area 4.5D	Area 4.5D	Profit, Budgeting, & Banking 4.10A, 4.10E	**EG** 4.10B
Learning Objective		TLW solve for the area/perimeter of rectangles using whole-number side lengths and determine a missing side when the area is known by using area models, equations.	TLW solve for the area/perimeter of rectangles using whole-number side lengths and determine a missing side when the area is known by using area models, equations.	TLW distinguish between fixed and variable expenses and calculate profit in real-world situations by analyzing financial scenarios, organizing expenses. TLW describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending by analyzing real-world financial scenarios and explaining how banks help people manage and use money responsibly.	TLW calculate profit in a given situation by identifying total revenue, determining total expenses, and applying the profit formula to solve real-world financial scenarios.

Daily Numeracy 10 minutes		POD: 4.2G	POD: 4.2G	POD: 4.2G	
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**		STAAR Reference Sheet Area/Perimeter Real World Connections TTW introduce vocabulary and model how to determine area/perimeter with a missing side by using multi-step strategies.	STAAR Reference Sheet Area/Perimeter Real World Connections TTW introduce vocabulary and model how to determine area/perimeter with a missing side by using multi-step strategies.	Accessing Prior Knowledge TTW will introduce vocabulary and model how to determine types of experiences by using real world scenarios	
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**		Zoo Connections	Zoo Connections	Financial Literacy Activity I do/We Do Problems	
Multiple Response Strategies		CASH Out Templa...	BlankCircleMapTe...	MRS: ROCK PAPE...	
SGGM/Math Menu/Stations 30 minutes		-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	

Demonstration of Learning 10 minutes		Week 2	Week 2	Week 2	
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**		**Intervention:** Area & Perimeter **Acceleration:** Create your Own	**Intervention:** Area & Perimeter **Acceleration:** Create your Own	**Intervention:** Small Group Intervention **Acceleration:** Create Your Own	
Success Criteria *A student has achieved mastery when…*		***Students will:*** • Apply formulas for perimeter and area to solve problems • Distinguish between perimeter and area based on the context of the problem • Perform calculations with precision • Apply appropriate units to prepare and area values	***Students will:*** • Apply formulas for perimeter and area to solve problems • Distinguish between perimeter and area based on the context of the problem • Perform calculations with precision • Apply appropriate units to prepare and area values	***Students will:*** • Identify fixed expenses • Identify variable expenses • Explain the difference between fixed and variable expenses • Identify keeping money safe and lending money as two purposes of financial institutions • Identify banks, savings and loans, credit unions as financial institutions that	

				keep money safe and lend money.	
Resources	**STEMscopes:** STAAR Based Assessment Decide & Defend Skills Quiz Technology Enhanced Questions Math Story: Puma's, Van's, & Chucks Nearpod BrainPopJr Flocabulary KHAN Academy				

WEEK 3					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	3/2/26	*3/3/26*	*3/4/26*	*3/5/26*	*3/6/26*
Student Expectations **TEK**	Unit Conversions 4.8BC (customary)	Unit Conversions 4.8BC (customary)	Unit Conversions 4.8BC (metric)	Unit Conversions 4.8BC (customary/metric)	**EG**
Learning Objective	TLW convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table.	TLW convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table.	TLW convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table.	TLW convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table.	

	TLW solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	TLW solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	TLW solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	TLW solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate.	
Daily Numeracy 10 minutes	Problem of the Day: **4.4H**	Problem of the Day: **4.5A**	Problem of the Day: **4.5B**	**POD: 4.3E**	
Whole Group I DO **ENGAGE/ EXPLORE 20 minutes**	TTW refer to the STAAR reference sheet and model how to solve problems that deal with measurement using all four operations. Customary (weight/mass)	TTW refer to the STAAR reference sheet and model how to solve problems that deal with measurement using all four operations. Customary (time)	TTW refer to the STAAR reference sheet and model how to solve problems that deal with measurement using all four operations. Metric (length)	Calculating Profit TTW introduce vocabulary and model how to calculate profit by using all operations.	
WE DO/ YOU DO **EXPLORE/ EXPLAIN 20 minutes**	Unit Conversions ...	Unit Conversions ...	Unit Conversions ...	I do/We do 4.10B	

Multiple Response Strategies	**Think-Pair-Share** Pose a problem involving subtraction or division (e.g., “How many 8 oz servings can you get from 2 lb of cheese?”). Students solve individually, then share with a partner.	**Timeline Challenge** Give start and end times for an event. Students calculate elapsed time and share strategies.	**Conversion Relay** Teams convert lengths (e.g., 3 m = ? cm) as quickly as possible.	**Frayer Model** (profit, fixed, variable,loss)	
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 6	Week 6	Week 6	Week 3	
Intervene/ Accelerate **1x per week 6W1** **3x per week 6W2** **Daily M-Th 6W3**	**Intervene:** Supplemental Aids: Gallon Display **Accelerate:** Math Today: Changing Land	**Intervene:** Time **Accelerate:** Math Today: Changing Land	**Intervene:** Converting Units of Length **Accelerate:** Create Your Own	**Intervention:** Fluency Builder: Banking Vocabulary Matching **Acceleration:** Interactive Professor Profit	

Success Criteria *A student has achieved mastery when…*	***Students will*:** • Use information in a table to convert measures from smaller to larger units or from larger to smaller units • Select an appropriate operation to convert measures from smaller to larger units or from larger to smaller units • Use patterns to extend or complete tables showing measurement conversions • Convert units of measure given in a context • Solve problems that involve measurement, including length, time,	***Students will*:** • Use information in a table to convert measures from smaller to larger units or from larger to smaller units • Select an appropriate operation to convert measures from smaller to larger units or from larger to smaller units • Use patterns to extend or complete tables showing measurement conversions • Convert units of measure given in a context • Solve problems that involve measurement, including length, time,	***Students will*:** • Use information in a table to convert measures from smaller to larger units or from larger to smaller units • Select an appropriate operation to convert measures from smaller to larger units or from larger to smaller units • Use patterns to extend or complete tables showing measurement conversions • Convert units of measure given in a context • Solve problems that involve measurement, including length, time,	***Students will*:** • Find the amount of profit for a scenario • Identify costs associated with a situation • Identify the amount of income associated with a situation • Recognize that sometimes there is no profit because expenses exceed the income	

	liquid, volume, mass and money • Select appropriate operations to solve problems • Convert to common units of measures as needed to solve problems	liquid, volume, mass and money • Select appropriate operations to solve problems • Convert to common units of measures as needed to solve problems	liquid, volume, mass and money • Select appropriate operations to solve problems • Convert to common units of measures as needed to solve problems		
Resources	**STEMscopes:** STAAR Based Assessment Decide & Defend Skills Quiz Technology Enhanced Questions Math Story: Puma's, Van's, & Chucks Nearpod BrainPopJr Flocabulary KHAN Academy				

WEEK 4					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	3/9/26	*3/10/26*	*3/11/26*	*3/12/26*	*3/13/26*
	STAAR Countdown Reporting Category 1	**STAAR Countdown Reporting Category 1**	**STAAR Countdown Reporting Category 1**	**STAAR Countdown Reporting Category 1**	***THE LAST Everybody Grows***
Student Expectations **TEK**	4.2(A) interpret the value of each placevalue position as 10 times the	4.2(B) represent the value of the digit in whole numbers through	4.2(E) represent decimals, including tenths and hundredths, using	4.2(G) relate decimals to fractions that name tenths and hundredths **(R)**	4.3(A) represent a fraction a/b as a sum of fractions 1/b, where a and b are

	position to the right and as one-tenth of the value of the place to its left**(S)** 4.2(D) round whole numbers to a given place value through the hundred thousands place**(S)**	1,000,000,000 and decimals to the hundredths using expanded notation and numerals **(R)** 4.2(C) compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =**(S)**	concrete and visual models and money **(S)** 4.2(F) compare and order decimals using concrete and visual models to the hundredths **(S)**	4.3(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line. **(S)** 4.2(H) determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line. **(S)**	whole numbers and b > 0, including when a > b
Learning Objective	TLW review for STAAR representing place value and rounding whole numbers	TLW review for STAAR representing/ comparing the value of whole numbers and decimals in expanded notation	TLW review for STAAR representing and comparing decimals using concrete and visual models	TLW review for STAAR relating decimals to fractions and locating on a number line	
Daily Numeracy 10 minutes	Daily Quiz 4.3B	Daily Quiz 4.3B	Daily Quiz 4.3B	Daily Quiz 4.3B	
Multiple Response Strategies	Frayer Model	Rock Paper Scissors	Sum it Up	Think and Throw	

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	
Resources	SchoolCity: STAAR Reporting Category 1 Resource (12 questions) **STAAR Countdown** **STAAR Category Resource 1** **STAAR Category Resource 2** **Forde Ferrier** **Lone Star Rigor** *(also in SchoolCity and can be assigned to students)* **Progress Learning: Create spiral STAAR reviews based on the STAAR blueprint. You can choose how long you want your assignment to be; 10, 20 , 30 questions.** Instructions				

Spring Break

3/16 thru 3/20

WEEK 5					
MATH					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	3/23/26	*3/24/26*	*3/25/26*	*3/26/26*	*3/27/26*
	LAN Teacher	STAAR Countdown	STAAR Countdown	STAAR Countdown	STAAR Countdown

	OFF	Reporting Category 2	Reporting Category 2	Reporting Category 2	Reporting Category 2
Student Expectations **TEK**		4.3ERepresent 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)**	4.4A Add and subtract whole numbers and decimals to the hundredths place using the standard algorithm.**(R)**	4.4B Determine products of a number and 10 or 100 using properties of operations and place value understandings. (S)	4.4C Represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15. (S)
Learning Objective		TLW represent and solve +/- fractions by using objects, pictorial models and number lines.	TLW +/- whole and decimal numbers by using a place value chart up to the hundredths and the standard algorithm.	TLW determine the products of whole numbers and 10 or 100 by applying place value understanding and properties of operations by explaining how digits shift when multiplying by powers of ten and solving related multiplication	TLW represent the product of two two-digit numbers using arrays, area models, or equations, including perfect squares through 15 × 15, by constructing visual or numerical models and explaining how each model

				problems.	shows the factors and the resulting product.
Daily Numeracy 10 minutes		Fact Fluency	Fact Fluency	Fact Fluency	Fact Fluency
Multiple Response Strategies		3-2-1	Chain Notes	Circle Map	I Used to Think... But Now I Know
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
Resources	SchoolCity: STAAR Reporting Category 1 Resource (12 questions) **STAAR Category Resource 1** **STAAR Category Resource 2** **Forde Ferrier** **Lone Star Rigor** *(also in SchoolCity and can be assigned to students)* **Progress Learning: Create spiral STAAR reviews based on the STAAR blueprint. You can choose how long you want your assignment to be; 10, 20 , 30 questions.** Instructions				

WEEK 5					
MATH					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	3/23/26	*3/24/26*	*3/25/26*	*3/26/26*	*3/27/26*

	LAN TEACHERS OFF No School	STAAR Countdown Reporting Category 2	STAAR Countdown Reporting Category 2	STAAR Countdown Reporting Category 2	STAAR Countdown Reporting Category 2
Student Expectations **TEK**		4.3E TLW 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 (S)	4.4A TLW add and subtract whole numbers and decimals to the hundredths place using the standard algorithm **(R)**	4.4B TLW determine products of a number and 10 or 100 using properties of operations and place value understandings (S)	4.4C TLW represent the product of 2 two-digit numbers using arrays, area models, or equations, including perfect squares through 15 by 15 (S)
Learning Objective		TLW represent and solve +/- fractions by using pictorial	TLW +/- whole and decimal numbers to the hundredths	TLW determine the products of a number of 10 and	TLW represent 2 by 2 digit numbers by using arrays, area models

		models, number lines, and properties of operations.	by using the standard algorithm and place value chart.	100 by using place value understanding.	and standard algorithm.
Daily Numeracy 10 minutes		Daily Quiz 4.4E	Daily Quiz 4.4E	Daily Quiz 4.4E	Daily Quiz 4.4E
Multiple Response Strategies		Three-Two-One	Triangle-Square-Circle	Whiteboarding	Two Stars and a Wish
Resources		SchoolCity: STAAR Reporting Category 1 Resource (12 questions) **STAAR Category Resource 1** **STAAR Category Resource 2** **Forde Ferrier** **Lone Star Rigor** *(also in SchoolCity and can be assigned to students)* **Progress Learning: Create spiral STAAR reviews based on the STAAR blueprint. You can choose how long you want your assignment to be; 10, 20 , 30 questions.** Instructions			

WEEK 6					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**

	3/30/26	*3/31/26*	*4/1/26*	*4/2/26*	*4/3/26*
	STAAR Countdown Reporting Category	**STAAR Countdown Reporting Category**	**STAAR Countdown Reporting Category**	**STAAR Countdown Reporting Category**	**GOOD FRIDAY No School**
Student Expectations **TEK**	4.4D TLW use strategies and algorithms, including the standard algorithm, to multiply up to a four-digit number by a one-digit number and to multiply a two-digit number by a two-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties (S)	4.4E TLW represent the quotient of up to a four-digit whole number divided by a one-digit whole number using arrays, area models, or equations (S)	4.4F TLW use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor (S)	4.4F TLW use strategies and algorithms, including the standard algorithm, to divide up to a four-digit dividend by a one-digit divisor (S)	
Learning Objective	TLW use strategies to multiply up to a four digit number by a one or two digit.	TLW use strategies to represent the quotient up to a four-digit number by a one-digit number.	TLW use strategies to represent the quotient up to a four-digit number by a one-digit number.	TLW use strategies to represent the quotient up to a four-digit number by a one-digit number.	

Daily Numeracy 10 minutes	Daily Quiz 4.2G	Daily Quiz 4.2G	Daily Quiz 4.2G	Daily Quiz 4.2G	
Multiple Response Strategies	**Build-It With Base-Ten Blocks** Students model 2-digit × 2-digit multiplication using manipulatives, then record the matching partial products .	**Human Array Activity** Students physically arrange themselves into rows and columns to model division.	**Division Error Analysis Cards** Students analyze incorrect division work and explain the mistake.	**Division Strategy Menu** Students choose from: partial quotients, standard algorithm, area model, repeated subtraction, fact families. They solve using two strategies and compare.	
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	
Resources	SchoolCity: STAAR Reporting Category 2 Resource (20 questions) **STAAR Category Resource 1** **STAAR Category Resource 2** **Forde Ferrier** **Lone Star Rigor** *(also in SchoolCity and can be assigned to students)*				

	Progress Learning: Create spiral STAAR reviews based on the STAAR blueprint. You can choose how long you want your assignment to be; 10, 20 , 30 questions. Instructions

WEEK 1					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	4/6/26	*4/7/26*	*4/8/26*	*4/9/26*	*4/10/26*
	STAAR Countdown Reporting Category	**Spring STAAR (Reading)**	**STAAR Countdown Reporting Category**	**STAAR Countdown Reporting Category**	**STAAR Countdown Reporting Category**
Student Expectations **TEK**	4.4G TLW round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers (S)		4.4H TLW solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders (R)	4.4H TLW solve with fluency one- and two-step problems involving multiplication and division, including interpreting Remainders (R)	4.5A TLW represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity (R)

Learning Objective	TLW round to the nearest 10, 100, or 1,000 by using estimation and compatible number strategies.		TLW solve one and two step multiplication & division problems including remainders by using process steps and identifying key words/phrases.	TLW solve one and two step multiplication & division problems including remainders by using process steps and identifying key words/phrases.	TLW represent multi-steps problems involving the four operations by using strip diagrams or equations with a letter standing for the unknown.
Daily Numeracy 10 minutes	Daily Quiz 4.4D		Daily Quiz 4.4D	Daily Quiz 4.4D	Daily Quiz 4.4D
Multiple Response Strategies	**"Which Estimate Makes Sense?"** Label four corners: Too Low, Too High, Reasonable, Not Reasonable. Show a problem and an estimate (e.g., 3,487 + 2,901 ≈ 5,000). Students move to the corner that matches their judgment and defend their choice. movement-based decision making error analysis estimation sense-making		**Remainder Role-Play** Give students a word problem with a remainder. Students choose a card labeled: Use the remainder Drop the remainder Round up They move to the correct corner and justify their choice. real-world interpretation	**Whiteboard Lightning Round** Teacher calls out a one- or two-step problem. Students solve on whiteboards and hold up answers. Then they explain whether the remainder should be used, dropped, or rounded. fast fluency practice quick checks for understanding verbal reasoning	**Fill-the-Blank** Equation Challenge Give students a strip diagram with missing labels. They must write the matching equation using a letter for the unknown. symbolic reasoning diagram-to-equation translation multi-step thinking

			movement-based reasoning quick justification practice		
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
Resources	SchoolCity: STAAR Reporting Category 2 Resource (20 questions) **STAAR Category Resource 1** **STAAR Category Resource 2** **Forde Ferrier** **Lone Star Rigor** SchoolCity: STAAR Reporting Category 2 Resource (20 questions) *(also in SchoolCity and can be assigned to students)* **Progress Learning: Create spiral STAAR reviews based on the STAAR blueprint. You can choose how long you want your assignment to be; 10, 20 , 30 questions.** Instructions				

WEEK 2					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	4/13/26	*4/14/26*	*4/15/26*	*4/16/26*	*4/17/26*
	STAAR Countdown Reporting Category	**Spring STAAR (Sci)** *Specific Date to be determined by campus	**STAAR Countdown Reporting Category**	**Instructional FLEX Day**	
Student Expectations **TEK**	4.5A TLW represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity (R)		4.5A TLW represent multi-step problems involving the four operations with whole numbers using strip diagrams and equations with a letter standing for the unknown quantity (R)	Use the time to reteach or enrich the students in preparation for the STAAR test next week. This might also be a great time for a STAAR Camp, keep it instructional, but fun. Be sure to include activities in your lesson plans.	
Learning Objective	TLW represent multi-steps problems involving the four operations by using		TLW represent multi-steps problems involving the four operations by using		

	strip diagrams or equations with a letter standing for the unknown.		strip diagrams or equations with a letter standing for the unknown.		
Daily Numeracy 10 minutes	Daily Quiz 4.5B		Daily Quiz 4.5B	Daily Quiz 4.5B	Daily Quiz 4.5B
Multiple Response Strategies	Turn and Talk		Two-Minute Paper	Two Stars and a Wish	Muddiest Point
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
Resources	SchoolCity: STAAR Reporting Category 4 Resource (10 questions) *(also in SchoolCity and can be assigned to students)* **STAAR Category Resource 1** **STAAR Category Resource 2** **Forde Ferrier** **Lone Star Rigor** **Progress Learning: Create spiral STAAR reviews based on the STAAR blueprint. You can choose how long you want your assignment to be; 10, 20 , 30 questions.** Instructions				

WEEK 3*					
MATH					
	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
	4/20/26	*4/21/26*	*4/22/26* **My Mini Business Adventure Project**	*4/23/26* **My Mini Business Adventure Project**	*4/24/26*
Student Expectations **TEK**	**Instructional FLEX Day**	**Spring STAAR (Math)** *Specific Date to be determined by campus	TLW learn basic financial literacy concepts by creating and managing a mini business. TLW understand the importance of budgeting, saving, spending and making final decisions.	TLW learn basic financial literacy concepts by creating and managing a mini business. TLW understand the importance of budgeting, saving, spending and making final decisions.	**Flex Day**
Learning Objective	Use the time to reteach or enrich the students in preparation for the STAAR test		Introduction to Financial Literacy 4.9AD	Brainstorming Business Ideas 4.9EF	
Daily Numeracy	Fact Fluency		Fact Fluency	Fact Fluency	

10 minutes					
Multiple Response Strategies	Gallery Walk				
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	
Resources	Logic Problems Brain Puzzles Sudoku CueMath Logic Problems Brain Puzzles Sudoku CueMath Logic Problems Brain Puzzles Sudoku CueMath		Logic Problems Brain Puzzles Sudoku CueMath Logic Problems Brain Puzzles Sudoku CueMath Logic Problems Brain Puzzles Sudoku CueMath		