

## 4 Grade Unit 4 Priorities Document

### DISTANCE LEARNING DOCUMENTS

Please see the [Draft Grade 4 Math Overview and Scope and Sequence](#) document for important information about the year and emphases for each unit.

### UNIT OVERVIEW

| BIG IDEA                                                                                                                                           | LENGTH OF UNITS    | COMMENTS | PRIORITY STANDARDS<br><a href="#">Standards</a>           |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------|-----------------------------------------------------------|
| One whole can be partitioned into tenths and hundredths and expressed in decimal fraction form as an extension of our base ten place value system. | 4 Weeks<br>16 Days |          | <b>4.NF.5</b><br><b>4.NF.6</b><br><b>4.NF.7</b><br>4.MD.2 |

### ★ ★ ★ ★ ★ IMPORTANT NOTES (READ READ READ) ★ ★ ★ ★ ★

Unless otherwise noted two lessons will be added per week. To avoid an overload of emails the lessons added will not be posted into Google Classroom as they are added to this priority document or slide decks.

## Grade 4 Unit 4 Slide Deck (ENGLISH)

### UNIT 4.4 (Decimals) SPANISH SLIDE DECK

| TABLE OF CONTENTS                                              |                                      |
|----------------------------------------------------------------|--------------------------------------|
| SLIDE DECK (Distance Learning) LESSON<br>SFUSD CURRICULUM LINK | SPANISH SLIDES                       |
| (Lesson 1) Entry Task                                          | (Lesson 1) Entry Task SPANISH        |
| (Lesson 2 & 3 ) LS1 Day 1                                      | 4.4 (Lesson 2&3) LS1 Day 1 - SPANISH |
| (Lesson 4) Apprentice Task                                     | (Lesson 4) Apprentice Task SPANISH   |
| (Lesson 5) LS2 Day 2                                           | (Lesson 5) LS2 Day 2 SPANISH         |
| (Lesson 6) LS3 Day 2                                           | (Lesson 6) LS3 Day 2 SPANISH         |
| (Lesson 7) LS3 Day 3                                           | (Lesson 7) LS3 Day 3 SPANISH         |
| (Lesson 8) Milestone Task                                      | (Lesson 8) Milestone SPANISH         |

| LESSON 1 of 8: (Lesson 1) Entry Task / (Lesson 1) Entry Task SPANISH                                                                                                                                                        |                                                                                                                                   |                                                     |
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| Lesson Notes                                                                                                                                                                                                                | Resources for Online Learning                                                                                                     | Workbook links<br>(Classwork & Homework)            |
| <p>CORE MATH</p> <p><i>One whole can be divided into any number of equal parts. When those parts are tenths and hundredths they are called decimal fractions and can be written using decimal notation.</i></p> <p>NOTE</p> | <p>ENGLISH</p> <p>STUDENT USE 4.4 (Lesson 1) Entry Task</p> <p>SPANISH</p> <p>STUDENT USE 4.4 (Lesson 1) Entry Task - SPANISH</p> | <p>Entry HW <a href="#">S</a> <a href="#">C</a></p> |

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| DESCRIPTION <b>Basketball Brownies:</b><br><i>Students <b>represent a fractional part</b> of the brownie pan, <b>order decimals</b> (money) from least to greatest value, and determine change after paying with a five dollar bill.</i> |  |  |
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| LESSON 2&3 of 8: (Lesson 2 & 3) LS1 Day 1 / (Lesson 2 & 3) LS1 Day 1 SPANISH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              |                                                         |
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| Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Resources for Online Learning                                                                                                                                                                | Workbook links<br>(Classwork & Homework)                |
| <p><b>CORE MATH</b> <i>There are many ways to represent decimals, such as fractions and as numbers with decimal points. All these numbers can be placed on a number line.</i></p> <p><b>NOTE:</b> <i>This lesson is longer than most and should be taught over two lessons</i></p> <p><b>DESCRIPTION</b> <i>Students learn how to represent decimals using base-10 blocks. They “reunitize” the hundreds block to represent “one whole,” then find the fractional part that the long (1/10), and the cube (1/100) represent. Students place benchmark decimal fractions on a number line and use base-10 blocks to represent them.</i></p> | <p><b>ENGLISH</b><br/><b>STUDENT USE 4.4 LS1 Day 1</b><br/><b>(Lesson 2 &amp; 3 )</b></p> <p><b>SPANISH</b><br/><b>STUDENT USE 4.4 LS1 Day 1</b><br/><b>(Lesson 2 &amp; 3) - SPANISH</b></p> | <p>LS1 Day 1 HW <a href="#">S</a> <a href="#">C</a></p> |

| LESSON 4 of 8: <a href="#">(Lesson 4) Apprentice Task</a>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                            |                                                          |
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| Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Resources for Online Learning                                                              | Workbook links<br>(Classwork & Homework)                 |
| <p><b><u>CORE MATH</u></b><br/> <i>The metric system uses base-10 and the decimal system to organize its units. The marks on a metric ruler show 10 equal parts between numbers</i></p> <p><b><u>NOTE:</u></b></p> <p><b><u>DESCRIPTION</u></b><br/> <b><i>Measuring Land Invertebrates</i></b><br/> <i>Students measure images of land vertebrates to the nearest tenth of a centimeter using a centimeter ruler. They order these invertebrates from least to greatest size.</i></p> | <p>ENGLISH<br/> <a href="#">STUDENT USE: (Lesson 4) APPRENTICE Task</a></p> <p>SPANISH</p> | <p>Apprentice HW <a href="#">S</a> <a href="#">C</a></p> |

| LESSON 5 of 8: <a href="#">(Lesson 5) LS2 Day 2</a>                                                                                                                                                                                               |                                                                                         |                                                     |
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| Lesson Notes                                                                                                                                                                                                                                      | Resources for Online Learning                                                           | Workbook links<br>(Classwork & Homework)            |
| <p><b><u>CORE MATH</u></b><br/> <i>Decimals are numbers that can be compared to each other using place value concepts.</i></p> <p><b><u>NOTE:</u></b> <i>The work of place value is of utmost importance</i></p> <p><b><u>DESCRIPTION</u></b></p> | <p>ENGLISH<br/> <a href="#">STUDENT USE (Lesson 5) 4.4 LS2 Day 2</a></p> <p>SPANISH</p> | <p>Day 2 HW <a href="#">S</a> <a href="#">C</a></p> |

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| <p><i>Students compare decimals using greater than, less than, or equal to. They write decimals in numerical form and sketch them with base-10 block notation. Students move back and forth between fraction and decimal notation using hundredths grids and number lines as visual models.</i></p> |  |  |
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| LESSON 6 of 8: <a href="#">(Lesson 6) LS3 Day 2</a>                                                                                                                                                                                                                                                                                      |                                                                                                   |                                                         |
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| Lesson Notes                                                                                                                                                                                                                                                                                                                             | Resources for Online Learning                                                                     | Workbook links<br>(Classwork & Homework)                |
| <p><b>CORE MATH</b><br/> <i>Students work with partners to place decimals and decimal fractions on a number line.</i></p> <p><b>NOTE:</b></p> <p><b>DESCRIPTION</b><br/> <i>Decimal numbers follow a pattern based on place value in the same fashion that whole numbers do. They can be sequenced and compared on number lines.</i></p> | <p><b>ENGLISH</b><br/> <a href="#">STUDENT USE (Lesson 6) LS3 Day 2</a></p> <p><b>SPANISH</b></p> | <p>LS3 Day 2 HW <a href="#">S</a> <a href="#">C</a></p> |

| LESSON 7 of 8: <a href="#">(Lesson 7) LS3 Day 3</a> |                               |                                          |
|-----------------------------------------------------|-------------------------------|------------------------------------------|
| Lesson Notes                                        | Resources for Online Learning | Workbook links<br>(Classwork & Homework) |

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| <p><b><u>CORE MATH</u></b><br/> <i>Decimal numbers follow a pattern based on place value in the same fashion that whole numbers do. They can be sequenced and compared on number lines.</i></p> <p><b><u>NOTE:</u></b></p> <p><b><u>DESCRIPTION</u></b><br/> <i>Students play a game with partners in which they place decimals in their approximate place on a spiral line starting at 0 and ending at 2.</i></p> | <p><b>ENGLISH</b></p> <p><b>SPANISH</b></p> |  |
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| LESSON 8 of 8: (Lesson 8) Milestone Task                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                      |                                                   |
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| Lesson Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Resources for Online Learning                                                                                        | Workbook links<br>(Classwork & Homework)          |
| <p><b><u>CORE MATH</u></b><br/> <i>Place value understanding is useful when comparing decimals and rounding to estimate.</i></p> <p><b><u>NOTE:</u></b></p> <p><b><u>DESCRIPTION</u></b><br/> <b><i>Relay Race Teams</i></b><br/> <i>Students put race times with decimals to the tenths place in order from slowest to fastest on a number line. They group runners into three teams and add the team members' times. Finally, students compare the three teams' times on a number line.</i></p> | <p><b>ENGLISH</b><br/> <b>4.4 STUDENT USE (Lesson 8)</b><br/> <b>Milestone Task</b></p> <p><b><u>SPANISH</u></b></p> | <p>LS3 Day 3 HW <span>S</span> <span>C</span></p> |