

WSD 2023-2024 Pacing Guide

MATH

4th Grade

2023-2024 Fourth Grade Math Pacing Guide - Wapato School District

4th Grade Math Pacing Guide Overview

A. Assessment Calendar

Date	Assessment
8/29-9/8	WIDA Screener
9/5 - 9/22	Galileo B1 (Fall)
10/9-10/20	SEL Survey/EES Wellness Survey (Fall Conference Week)
1/8-1/26	Galileo B2 (Winter)
1/29-3/22	WIDA Annual & ALT-Access
3/11-3/22	SEL Survey/EES Wellness Survey (Spring Conference Week)
5/1-6/6	SBA (Spring)

B. Contents

Month	Week	Unit/Lessons
Aug-Sept	8/28-9/8	Class Expectations/Routine/Review
Sept	9/5-9/22	Galileo B1 (Fall), etc.
Sept	9/11-9/21	Unit 1: Factors and Multiples (Lessons 1-8)

Highlighted Standards are priority standards that need to be taught.

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Sept	9/22	End of Unit 1 Assessment /Completion Date
Sept	9/25-10/17	Unit 2: Fraction Equivalence and Comparison (Lessons 1-17)
Oct	10/18	End of Unit 2 Assessment /Completion Date
Oct.	10/23-11/20	Unit 3: Extending Operations to Fractions (Lessons 1-20)
Nov	11/21	End of Unit 3 Assessment /Completion Date
Nov/Jan	11/27-1/11	Unit 4: From Hundredths to Hundred-thousands (Lessons 1-23)
Jan	1/12	End of Unit 4 Assessment /Completion Date
Jan	1/8-1/26	Galileo B2 (Winter)
Jan	1/16-2/8	Unit 5: Multiplicative Comparison and Measurement (Lessons 1-18)
Feb	2/9	End of Unit 5 Assessment/Completion Date
Feb/Mar	2/12-3/7	Unit 6: Multiplying and Dividing Multi-digit Numbers (Lessons 1-15)
Mar	3/8	End of Unit 6 Assessment/Completion Date
Mar-April	3/11-4/11	Unit 7: Angles and Angle Measurement (Lessons 1-16)
April	4/12	End of Unit 7 Assessment/Completion Date
April-May	4/15-5/2	Unit 8: Properties of Two-dimensional Shapes (Lessons 1-10)
May	5/3	End of Unit 8 Assessment/Completion Date
May	5/6-5/9	SBA Review
May-June	5/1-6/6	SBA (Spring)

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May	5/13-5/30	Unit 9: Putting It All Together (Lessons 1-12)
May	5/31	End of Unit 9 Assessment/Completion Date

Unit 1: Factors and Multiples

Objective: Students apply understanding of multiplication and area to work with factors and multiples.

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Section Titles: A) Understand Factors and Multiples B) Find Factor Pairs and Multiples

★ End of Unit 1 Assessment and Completion Date: 9/21

https://wapatosd.ilclassroom.com/lesson_plans/120644-4-1-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.587462&card=2453194

Section A: Understand Factors and Multiples

Section Learning Goals:

- Determine if a number is prime or composite.
- Explain what it means to be a factor or a multiple of a whole number.
- Relate the side lengths and area of a rectangle to factors and multiples

Section Alignments (Standards):

CCSS.4.OA.B.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1: Multiples of a Number Student-facing Goal: • Let's build some rectangles.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR2 Collect and Display	Materials: • Inch tiles Centers: • Can You Build It? (3–5) Stage 1: Rectangles (supporting) Stage 2: Multiple Rectangles (addressing) • Capture Squares (1–3) Stage 7: Multiply with 6–9 (supporting)	• Activity 1: Each group of 2 needs at least 36 tiles. • Activity 2: Each group of 2 needs at least 36 tiles from the previous activity.
Lesson 2: Factor Pairs Student-facing Goal: • Let's learn about factor pairs.	Warm Up Routine: Number Talk Math Language Routine: MLR7 Compare and Connect	Materials: • Glue or tape • Inch tiles • Scissors • Tools for creating a visual display Centers: • Can You Build It? (3–5) Stage 1: Rectangles (supporting) Stage 2: Multiple Rectangles (addressing) • Capture Squares (1–3) Stage 7: Multiply with 6–9 (supporting) •	• Activity 1: Each of the 8 groups needs tools for creating a visual display.

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Lesson 3: Prime and Composite Numbers Student-facing Goal: Let's identify prime and composite numbers.	Warm Up Routine: -Choral Count -Card Sort Math Language Routine: MLR 8 Discussion Supports	Materials: - Grid paper - Inch tiles Centers: Find the Number (4) Stage 1: Factors (addressing) Five in a Row: Multiplication (3–5) Stage 1: Factors 1–5 and 10 (supporting) Stage 2: Factors 1–9 (addressing)	Activity 1: Create a set of cards from the blackline master for each group of 2.
Lesson 4: Multiplication Practice Student-facing Goal: Let's practice multiplication.	Warm Up Routine: Number Talk Math Language Routine: MLR 8 Discussion Supports	Materials: - Centimeter cubes Centers: Find the Number (4) Stage 1: Factors (addressing) Five in a Row: Multiplication (3–5) Stage 1: Factors 1–5 and 10 (supporting) Stage 2: Factors 1–9 (addressing) Secret Fraction (3) Stage 1: Building Non-Unit Fractions (supporting)	Activity 1: Create a set of multiplication fluency cards from the blackline master for each group of 2.
Assessment: Section A Checkpoint			
Section B: Find Factor Pairs and Multiples Section Learning Goals: Apply multiplication fluency within 100 and the relationship between multiplication and division to find factor pairs and multiples.			
Section Alignments (Standards): CCSS.4.OA.B.4: Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 5: More Multiples Student-facing Goal:	Warm Up Routine: Estimation Exploration Math Language Routine: MLR2 Collect and Display	Materials: - None for this lesson. Centers: Can You Build It? (3–5) Stage 1: Rectangles (supporting)	None for this lesson.

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Let's solve problems that involve factors and multiples.		Stage 2: Multiple Rectangles (addressing) Find the Number (4) Stage 1: Factors (addressing) Five in a Row: Multiplication (3–5) Stage 1: Factors 1–5 and 10 (supporting) Stage 2: Factors 1–9 (addressing) Secret Fraction (3) Stage 1: Building Non-Unit Fractions (supporting)	
Lesson 6: The Locker Problem Student-facing Goal: Let's figure out what's happening in a game about lockers.	Warm Up Routine: Choral Count Math Language Routine: MLR7 Compare and Connect	Materials: - Coins - Index cards - Paper - Two-color counters Centers: Find the Number (4) Stage 1: Factors (addressing) Five in a Row: Multiplication (3–5) Stage 1: Factors 1–5 and 10 (supporting) Stage 2: Factors 1–9 (addressing) Secret Fraction (3) Stage 1: Building Non-Unit Fractions (supporting)	None for this lesson.
Lesson 7: Find Factors and Multiples Student-facing Goal: Let's find factors and multiples of whole numbers from 1–100.	Warm Up Routine: Number Talk Math Language Routine: MLR8 Discussion Supports	Materials: - Centimeter cubes Centers: Find the Number (4) Stage 1: Factors (addressing) Five in a Row: Multiplication (3–5) Stage 1: Factors 1–5 and 10 (supporting) Stage 2: Factors 1–9 (addressing) Secret Fraction (3) Stage 1: Building Non-Unit Fractions (supporting)	None for this lesson.
Lesson 8: Mondrian's Art Student-facing Goal: Let's make art with rectangles.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR8 Discussion Supports	Materials: - Colored pencils, crayons, or markers - Rulers or straightedges - Glue or tape - Sticky notes Centers:	Activity 1: Each student will need a black marker or crayon.

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		• Five in a Row: Multiplication (3–5) Stage 1: Factors 1–5 and 10 (supporting) Stage 2: Factors 1–9 (addressing) • Secret Fraction (3) Stage 1: Building Non-Unit Fractions (supporting)	
Assessment: Section B Checkpoint			
Unit 1 Vocabulary: composite number factor pair of a whole number multiple of a number prime number			
★ End of Unit 1 Assessment and Completion Date: 9/21 https://wapatosd.ilclassroom.com/lesson_plans/120644-4-1-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.587462&card=2453194			

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Unit 2: Fraction Equivalence and Comparison

Objective: Students generate and reason about equivalent fractions and compare and order fractions with the following denominators: 2, 3, 4, 5, 6, 8, 10, 12, and 100.

Section Titles: A) Size and Location of Fractions B) Equivalent Fractions C) Fraction Comparison

★ End of Unit 2 Assessment and Completion Date: 10/17

https://wapatosd.ilclassroom.com/lesson_plans/120605-4-2-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.623971&card=2452599

Section A: Size and Location of Fractions

Section Learning Goals: Make sense of fractions with denominators 2, 3, 4, 5, 6, 8, 10, and 12 through physical representations and diagrams.

Reason about the location of fractions on the number line.

Section Alignments (Standards): 4.NBT.B.4; 4.NBT.B.5;

NF.A.1 - Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.;

4.NF.A.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Representations of Fractions (Part 1) Student-facing Goal: Let's name some fractions and represent them visually.	Warm Up Routine: What Do You Know About $1/2$? Math Language Routine: What Do You Know About ____ ?	Materials: - Activity 1: Straightedges - Activity 2: Straightedges - Activity 1: Fraction Strips (groups of 2) Centers: Get Your Numbers in Order (1-5) Stage 3: Denominators 2, 3, 4, or 6 (addressing)	Activity 1: Each group of 2 needs 4 strips of equal-size paper (cut lengthwise from letter-size or larger paper or use the provided blackline master).

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	MLR1 Stronger and Clearer Each Time	Mystery Number (1-4) Stage 3: Fractions with Denominators 2, 3, 4, 6 (supporting)	
Lesson 2 : Representations of Fractions (Part 2) Student-facing Goal: Let's name some other fractions and represent them with diagrams.	Warm Up Routine: Which One Doesn't Belong: All Cut Up Math Language Routine: Which One Doesn't Belong? MLR2 Collect and Display	Materials: Activity 1: Straightedges Activity 2: Materials from a previous lesson Straightedges Centers: Get Your Numbers in Order (1-5) Stage 3: Denominators 2, 3, 4, or 6 (addressing) Mystery Number (1-4) Stage 3: Fractions with Denominators 2, 3, 4, 6 (supporting)	Activity 2: Each student needs access to their fraction strips from a previous lesson.
Lesson 3 : Same Denominator or Numerator Student-facing Goal: Let's compare fractions with the same numerator or the same denominator.	Warm Up Routine: Number Talk: Hundreds More Math Language Routine: Number Talk MLR1 Stronger and Clearer Each Time	Materials: Centers: Get Your Numbers in Order (1-5) Stage 3: Denominators 2, 3, 4, or 6 (addressing) Mystery Number (1-4) Stage 3: Fractions with Denominators 2, 3, 4, 6 (supporting)	
Lesson 4 : Same Size, Related Sizes Student-facing Goal: Let's find some fractions that are the same size.	Warm Up Routine: Notice and Wonder: A Fraction Strip and a Number Line Math Language Routine: Notice and Wonder MLR5 Co-Craft Questions	Materials: - Straightedges Centers: Get Your Numbers in Order (1-5) Stage 3: Denominators 2, 3, 4, or 6 (addressing) Number Line Scoot (2-3) Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (supporting)	
Lesson 5 : Fractions on Number Lines Student-facing Goal:	Warm Up Routine:	Materials: Activity 1: Straightedges	

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Let's investigate equivalent fractions on a number line.	Number Talk: A Number Times Twelve Math Language Routine: Number Talk MLR3 Clarify, Critique, Correct	Centers: Get Your Numbers in Order (1-5) Stage 3: Denominators 2, 3, 4, or 6 (addressing) Number Line Scoot (2-3) Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (supporting)	
Lesson 6 : Relate Fractions to Benchmarks Student-facing Goal: Let's compare the size of fractions to $\frac{1}{2}$ and to 1.	Warm Up Routine: Notice and Wonder: A Point on a Number Line Math Language Routine: Card Sort Notice and Wonder MLR8 Discussion Supports	Materials: Activity 2: Where Do They Belong (groups of 2) Centers: Get Your Numbers in Order (1-5) Stage 3: Denominators 2, 3, 4, or 6 (addressing) Number Line Scoot (2-3) Stage 3: Halves, Thirds, Fourths, Sixths and Eighths (supporting)	Activity 2: Create a set of fraction cards from the blackline master for each group.
Assessment: Section A Checkpoint			
Section B: Equivalent Fractions Section Learning Goals: Generate equivalent fractions with the following denominators: 2, 3, 4, 5, 6, 8, 10, 12, and 100. Use visual representations to reason about fraction equivalence, including using benchmarks such as 12 and 1. Section Alignments (Standards): 4.NBT.B.4; 4.NBT.B.5; 4.NF.A.1 - Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.; 4.NF.A.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 7 : Equivalent Fractions	Warm Up Routine:	Materials: Activity 2: Tools for creating a visual display	

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Student-facing Goal: Let's find some equivalent fractions.	True or False: Equivalence Math Language Routine: True or False MLR7 Compare and Connect	Centers: Get Your Numbers in Order (1-5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (addressing) Mystery Number (1-4) Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (addressing)	
Lesson 8: Equivalent Fractions on the Number Line Student-facing Goal: Let's use number lines to reason about equivalent fractions.	Warm Up Routine: Estimation Exploration: A Shaded Portion Math Language Routine: Estimation Exploration MLR8 Discussion Supports	Materials: Centers: Get Your Numbers in Order (1-5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (addressing) Mystery Number (1-4) Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (addressing)	Activity 1: Consider creating a human number line by placing a strip of masking tape or painter's tape, at least 25 feet long, on the floor of the classroom or a hallway.
Lesson 9 : Explain Equivalence Student-facing Goal: Let's talk about how we know whether two fractions are equivalent.	Warm Up Routine: Number Talk: Familiar Numbers Math Language Routine: Number Talk MLR1 Stronger and Clearer Each Time MLR8 Discussion Supports	Materials: - Activity 1: Rulers or straightedges - Activity 2: Sticky notes - Activity 2: How Do You Know (groups of 15) Centers: Get Your Numbers in Order (1-5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (addressing) Mystery Number (1-4) Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (addressing)	Activity 2: Each group needs 4 sticky notes.
Lesson 10 :Use Multiples to Find Equivalent Fractions Student-facing Goal: Let's look at a way to find equivalent fractions without using diagrams.	Warm Up Routine: Notice and Wonder: Four Equations Math Language Routine: Notice and Wonder MLR2 Collect and Display	Materials: Centers: Get Your Numbers in Order (1-5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (addressing) Mystery Number (1-4)	

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		Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (addressing)	
Lesson 11 :Use Factors to Find Equivalent Fractions Student-facing Goal: Let's find equivalent fractions by working with numerators and denominators.	Warm Up Routine: Which One Doesn't Belong: Four Representations Math Language Routine:	Materials: Activity 3: Fractions Galore (groups of 3) Centers: Get Your Numbers in Order (1-5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (addressing) Mystery Number (1-4) Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (addressing)	Activity 3: Create a set of Fraction Galore cards from the blackline for each group of 3.
Assessment: Section B Checkpoint			
Section C: Fraction Comparison Section Learning Goals: Use visual representations or a numerical process to reason about fraction comparison. Section Alignments (Standards): 4.NF.A; NF.A.1 - Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.; 4.NF.A.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 12 :Ways to Compare Fractions Student-facing Goal: Let's compare some fractions.	Warm Up Routine: Estimation Exploration: What's That Point? Math Language Routine: Estimation Exploration	Materials: - Activity 2: Colored pencils Centers: Mystery Number Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (addressing)	Activity 2: Each group of 2 needs 3 colored pencils (3 different colors).

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	Notice and Wonder MLR8 Discussion Supports	Compare Stage 3: Multiply within 100 (supporting)	
Lesson 13 : Use Equivalent Fractions to Compare Student-facing Goal: Let's compare fractions by writing an equivalent fraction.	Warm Up Routine: Notice and Wonder: Pairs of Numbers Math Language Routine: Notice and Wonder MLR7 Compare and Connect	Materials: Centers: Mystery Number Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (addressing) Compare Stage 3: Multiply within 100 (supporting)	
Lesson 14 :Fraction Comparison Problems Student-facing Goal: Let's solve different kinds of fraction comparison problems.	Warm Up Routine: Number Talk: Multiples of Ten Math Language Routine: Number Talk MLR8 Discussion Supports	Materials: - Tools for creating a visual display Centers: Compare Stage 3: Multiply within 100 (supporting) How Close? (1–5) Stage 6: Multiply to 3,000 (supporting)	Each group of 3–4 needs tools for creating a visual display during the lesson synthesis.
Lesson 15 :Common Denominators to Compare Student-facing Goal: Let's compare fractions by writing equivalent fractions with the same denominator.	Warm Up Routine: What Do You Know about 15 and 30? Math Language Routine: What Do You Know About ____? MLR8 Discussion Supports	Materials: Centers: Compare Stage 3: Multiply within 100 (supporting) How Close? (1–5) Stage 6: Multiply to 3,000 (supporting)	
Lesson 16 :Compare and Order Fractions Student-facing Goal: Let's put some fractions in order.	Warm Up Routine: Number Talk: Multiples of 6 and 12 Math Language Routine: Number Talk MLR8 Discussion Supports	Materials: Activity 1: Compare Stage 5-8 Directions (groups of 2) Activity 1: Fraction Cards Grade 4 (groups of 2) Centers: Compare Stage 3: Multiply within 100 (supporting) How Close? (1–5) Stage 6: Multiply to 3,000 (supporting)	Activity 1: Create a set of cards from the blackline master for each group of 2–4 students.
Lesson 17 :Paper Clip Games Student-facing Goal:	Warm Up Routine: Notice and Wonder: Lots of Paper Clips	Materials: Activity 1: Markers Paper	Activity 1: Each group of 2 needs 1-inch paper strips and 10–12 paper clips.

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Let's create a game about locating and comparing fractions on the number line.	Math Language Routine: Notice and Wonder MLR2 Collect and Display	Paper clips Tape (painter's or masking) Activity 2: Markers Paper Paper clips Tape (painter's or masking) Centers: • Compare Stage 3: Multiply within 100 (supporting) Stage 5: Fraction (addressing) • How Close? (1-5) Stage 6: Multiply to 3,000 (supporting)	
Assessment: Section C Checkpoint			
Vocabulary: common denominator Denominator Equivalent fractions numerator			
★ End of Unit 2 Assessment and Completion Date: 10/17 https://wapatosd.ilclassroom.com/lesson_plans/120605-4-2-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.623971&card=2452599			

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Unit 3: Extending Operations and Fractions

Objectives: Students learn that a fraction a/b is a product of a whole number 'a' and a unit fraction $1/b$, or $a/b = a \times 1/b$, and that $n \times a/b = (n \times a)/b$. Students learn to add and subtract fractions with like denominators, and to add and subtract tenths and hundredths.

Section Titles: a) Equal Groups of Fractions; b) Addition and Subtraction of Fractions; c) Addition of Tenths and Hundredths

★ **End of Unit 3 Assessment and Completion Date: 11/21**

https://wapatosd.ilclassroom.com/lesson_plans/120034-4-3-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.628592&card=2440682

Section A: Equal Groups of Fractions

Section Learning Goals: Recognize that $n \times a/b = (n \times a)/b$. Represent and explain that a fraction a/b is a multiple of $1/b$, namely $a \times 1/b$. Represent and solve problems involving multiplication of a fraction by a whole number.

Section Alignments (Standards): 4.NF.B.4; 4.NF.B.4.a; 4.NF.B.4.b; 4.NF.B.4.c

NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of $1/b$. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Lesson 1: Equal Groups of Unit Fractions Student-facing Goal: Let's look at equal groups of fractions.	Warm Up Routine: How Many Do You See? Math Language Routine: MLR8 Discussion Supports	Materials: none • Centers: Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) Compare (1-5)  Stage 5: Fractions (supporting)	
Lesson 2: Representations of Equal Groups of Fractions Student-facing Goal: Let's look at diagrams and expressions that can help us multiply a whole number and a fraction.	Warm Up Routine: Number Talk, Card Sort Math Language Routine: MLR8 Discussion Supports	Materials: none • Centers: Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting)	Activity 1: Create a set of cards from the blackline master for each group of 2.

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		Stage 2: Multiply a Fraction by a Whole Number (addressing) • Compare (1-5)  • Stage 5: Fractions (supporting)	
Lesson 3: Patterns in Multiplication Student-facing Goal: Let's look at patterns in multiplication of a fraction by a whole number.	Warm Up Routine: Choral Count Math Language Routine: MLR8 Discussion Supports	Materials: Paper Centers: • Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) • Compare (1-5)  • Stage 5: Fractions (supporting)	
Lesson 4: Equal Groups of Non-Unit Fractions Student-facing Goal: Let's multiply any fraction by a whole number.	Warm Up Routine: Notice and Wonder • 5 Practices Math Language Routine: MLR6 Three Reads	Materials: none • Centers: • Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) • Compare (1-5)  • Stage 5: Fractions (supporting)	
Lesson 5: Equivalent Multiplication Expressions Student-facing Goal: Let's write multiplication expressions in different ways.	Warm Up Routine: How Many Do You See? Math Language Routine: MLR8 Discussion Supports	• Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) • Estimate and Measure (1-4) Stage 3: Quarter Inches (supporting) • Target Measurements (2-5) Stage 2: Quarter Inches (supporting)	
Lesson 6: Problems with Equal Groups of Fractions	Warm Up Routine: True or False	• Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing)	○ Activity 1: Gather rectangular sticky notes with fractional lengths. If

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Student-facing Goal: Let's solve problems with fractions.	Math Language Routine:MLR7 Compare and Connect	Estimate and Measure (1-4) Stage 3: Quarter Inches (supporting) Target Measurements (2-5) Stage 2: Quarter Inches (supporting)	this is not possible then cut rectangles from card stock with fractional lengths.
Assessment: Section A Checkpoint			
Section B: Addition and Subtraction of Fractions Section Learning Goals: Create and analyze line plots that display measurement data in fractions of a unit (1/8, 1/4, 1/2). Represent and solve problems that involve the addition and subtraction of fractions and mixed numbers, including m...			
Section Alignments (Standards): 4.NF.B.3; 4.NF.B.3.a; 4.NF.B.3.b; 4.NF.B.3.c; 4.NF.B.3.d; 4.NF.B.4.c; 4.NF.B.4			
4.NF.B.3: Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.			
4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction a/b as a multiple of $1/b$. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 7: Fractions as Sums Student-facing Goal: Let's write fractions as sums.	Warm Up Routine: Choral Count Math Language Routine:MLR7 Compare and Connect	Materials: - Measuring cups Centers: Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) Estimate and Measure (1-4) Stage 3: Quarter Inches (supporting) Target Measurements (2-5) Stage 2: Quarter Inches (supporting)	- Activity 1: - Gather 14-cup and 34-cup measuring cups, if available.

Highlighted Standards are priority standards that need to be taught.

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Lesson 8: Addition of Fractions Student-facing Goal: Let's explore sums of fractions on a number line.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR8 Discussion Supports	• Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) • Estimate and Measure (1-4) Stage 3: Quarter Inches (supporting) • Target Measurements (2-5) Stage 2: Quarter Inches (supporting)	Activity 3: Create a set of cards from the blackline master for each group of 2. Make Two Jumps (groups of 2)
Lesson 9: Differences of Fractions Student-facing Goal: Let's explore differences of fractions on a number line.	Warm Up Routine: True or False Math Language Routine: MLR8 Discussion Supports	• Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) • Estimate and Measure (1-4) Stage 3: Quarter Inches (supporting) • Target Measurements (2-5) Stage 2: Quarter Inches (supporting)	Activity 3: Create a set of cards from the blackline master for each group of 2. Make a Jump, Subtraction Edition (groups of 2)
Lesson 10: The Numbers in Subtraction Student-facing Goal: Let's subtract fractions from whole numbers.	Warm Up Routine: Number Talk 5 Practices Card Sort Math Language Routine: Activity 2: Create a set of cards for each group of 2.	• Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) • Compare (1-5)  Stage 5: Fractions (supporting) • Estimate and Measure (1-4) Stage 3: Quarter Inches (supporting)	Activity 2: Create a set of cards for each group of 2. Card Sort: Twelfths (groups of 2)
Lesson 11: Subtract Fractions Flexibly Student-facing Goal: Let's find all kinds of differences.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR1 Stronger and Clearer Each Time	• Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) • Compare (1-5)  Stage 5: Fractions (supporting) • Creating Line Plots (2-5) Stage 2: Quarter Inches (supporting)	Each group of 4 needs tools for creating a visual display during the lesson synthesis.

Highlighted Standards are priority standards that need to be taught.

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		Stage 3: Eighth Inches, Add and Subtract (addressing)	
Lesson 12: Sums and Differences of Fractions Student-facing Goal: Let's add and subtract fractions and analyze our strategies.	Warm Up Routine: Number Talk Math Language Routine: MLR8 Discussion Supports	Rolling for Fractions (3-5) Stage 1: Equivalent Fractions (supporting) Stage 2: Multiply a Fraction by a Whole Number (addressing) Compare (1-5)  Stage 5: Fractions (supporting) Stage 2: Quarter Inches (supporting) Stage 3: Eighth Inches, Add and Subtract (addressing)	
Lesson 13: Fractional Measurements on Line Plots Student-facing Goal: Let's create line plots and analyze the data.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR7 Compare and Connect	Materials: - Colored pencils Centers: Estimate and Measure (1-4) Stage 3: Quarter Inches (supporting) Target Measurements (2-5) Stage 2: Quarter Inches (supporting) Creating Line Plots (2-5) Stage 2: Quarter Inches (supporting) Stage 3: Eighth Inches, Add and Subtract (addressing)	Activity 1: Each student needs a used colored pencil.
Lesson 14: Problems about Fractional Measurement Data Student-facing Goal: Let's solve problems involving measurement data on line plots.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR8 Discussion Supports	Materials: Centers: Compare (1-5)  Stage 5: Fractions (supporting) Creating Line Plots (2-5) Stage 2: Quarter Inches (supporting) Stage 3: Eighth Inches, Add and Subtract (addressing)	
Assessment: Section B Checkpoint			
Section C: Addition of Tenths and Hundredths			

Highlighted Standards are priority standards that need to be taught.

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Section Learning Goals: Reason about equivalence to add tenths and hundredths. Reason about equivalence to solve problems involving addition and subtraction of fractions and mixed numbers.

Section Alignments (Standards): 4.NF.A.1; 4.NF.A.2; 4.NF.B.3.c; 4.NF.B.3.d; 4.NF.B.4; 4.NF.B.4.c; 4.NF.C.5

4.NF.B.3: Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.B.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$. Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
		•	
Lesson 15: An Assortment of Fractions Student-facing Goal: Let's find the heights of some stacked objects.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR1 Stronger and Clearer Each Time	• Compare (1-5)  - Stage 5: Fractions (supporting) • Jump the Line (2-5) - Stage 2: Add and Subtract Tenths and Hundredths (addressing)	
Lesson 16: Tenths and Hundredths, Together Student-facing Goal: Let's add some tenths and hundredths.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR1 Stronger and Clearer Each Time	• Rolling for Fractions (3-5) - Stage 1: Equivalent Fractions (supporting) - Stage 2: Multiply a Fraction by a Whole Number (addressing) • Compare (1-5)  - Stage 5: Fractions (supporting)	
Lesson 17: Sums of Tenths and Hundredths Student-facing Goal: Let's add more tenths and hundredths.	Warm Up Routine: Which One Doesn't Belong? • Card Sort Math Language Routine: MLR8 Discussion Supports	• Rolling for Fractions (3-5) • Stage 1: Equivalent Fractions (supporting) • Stage 2: Multiply a Fraction by a Whole Number (addressing) • Compare (1-5)  • Stage 5: Fractions (supporting)	• Activity 1: Create a set of cards from the blackline master for each group of 2-4 students.

Highlighted Standards are priority standards that need to be taught.

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			- Activity 3: Create a set of cards from the blackline master for each group of 2. Card Sort: Less Than, Equal to, or Greater Than 1 (groups of 2) Fraction Action: Tenths, Hundredths (groups of 2)
Lesson 18: Lots of Fractions to Add Student-facing Goal: Let's add tenths and hundredths again, more than two at a time.	Warm Up Routine: Number Talk Math Language Routine: MLR8 Discussion Supports	Rolling for Fractions (3-5) - Stage 1: Equivalent Fractions (supporting) - Stage 2: Multiply a Fraction by a Whole Number (addressing) Compare (1-5)  - Stage 5: Fractions (supporting)	- Activity 1: - Gather a few coins of different thicknesses for display. - Activity 2: - Create six posters with an addition expression from the activity on each one. More Than Two Fractions Cards (groups of 15)
Lesson 19: Flexible with Fractions Student-facing Goal: Let's solve all kinds of problems involving fractions.	Warm Up Routine: Notice and Wonder Math Language Routine: R6 Three Reads	Rolling for Fractions (3-5) - Stage 1: Equivalent Fractions (supporting) - Stage 2: Multiply a Fraction by a Whole Number (addressing) Compare (1-5)  - Stage 5: Fractions (supporting)	- Activity 1: - Each group needs 12 small sticky notes measuring 178 by 138 inches. - Activity 3: - Create one set of Match Cards for each group of 24 students. Find a Match (groups of 24)

Highlighted Standards are priority standards that need to be taught.

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Lesson 20: Sticky Notes Student-facing Goal: Let's make a design using sticky notes.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR8 Discussion Supports	• Rolling for Fractions (3-5) • Stage 1: Equivalent Fractions (supporting) • Stage 2: Multiply a Fraction by a Whole Number (addressing) • Compare (1-5)  • Stage 5: Fractions (supporting)	Activity 1: Gather rectangular sticky notes with fractional lengths. If this is not possible then cut rectangles from card stock with fractional lengths.
Assessment: Section C Checkpoint			
Vocabulary: Mixed numbe			
 End of Unit 3 Assessment and Completion Date: 11/21 https://wapatosd.ilclassroom.com/lesson_plans/120034-4-3-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.628592&card=2440682			

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Unit 4: From Hundredths to Hundred-thousands

Objective: Students read, write and compare numbers in decimal notation. They also extend place value understanding for multi-digit whole numbers and add and subtract within 1,000,000.

Section Titles: A: Decimals with Tenths and Hundredths, B: Place-value Relationships through 1,000,000, C: Compare, Order, and Round, D: Add and Subtract

★ **End of Unit 4 Assessment and Completion Date: 01/11**

https://wapatosd.ilclassroom.com/lesson_plans/119997-4-4-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.665258&card=2439831

Section A: Decimals with Tenths and Hundredths

Section Learning Goals:

- Represent, compare, and order decimals to the hundredths by reasoning about their size.
- Write tenths and hundredths in decimal notation.

Section Alignments (Standards): 4.NF.C, 4.NF.C.5, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.B.4, 4.NBT.A.3

4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

4.NF.C.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1: Decimal Numbers Student-facing Goal: • Let's learn about decimals.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR2 Collect and Display	Materials: • Colored pencils Centers: • Rolling for Fractions (3–5) Stage 1: Equivalent Fractions (supporting) • Get Your Numbers in Order (1–5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (supporting)	• None for this lesson.
Lesson 2: Equivalent Decimals Student-facing Goal: • Let's think about equivalent decimals.	Warm Up Routine: • True or False • Card Sort Math Language Routine: MLR1 Stronger and Clearer Each Time	Materials: • None for this lesson. Centers: • Rolling for Fractions (3–5) Stage 1: Equivalent Fractions (supporting)	Activity 1: Create a set of cards from the blackline master for each group of 2–4.

Highlighted Standards are priority standards that need to be taught.

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		Get Your Numbers in Order (1–5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (supporting)	
Lesson 3: Decimals on Number Lines Student-facing Goal: Let's compare some decimals.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR8 Discussion Supports	Materials: - None for this lesson. Centers: Rolling for Fractions (3–5) Stage 1: Equivalent Fractions (supporting) Get Your Numbers in Order (1–5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (supporting)	None for this lesson.
Lesson 4: Compare and Order Decimals Student-facing Goal: Let's put some decimals in order.	Warm Up Routine: Estimation Exploration Math Language Routine: MLR6 Three Reads	Materials: - None for this lesson. Centers: Rolling for Fractions (3–5) Stage 1: Equivalent Fractions (supporting) Get Your Numbers in Order (1–5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (supporting)	None for this lesson.
Lesson 5: Compare and Order Decimals and Fractions Student-facing Goal: Let's put fractions and decimals in order.	Warm Up Routine: Number Talk Math Language Routine: MLR8 Discussion Supports	Materials: - None for this lesson. Centers: Rolling for Fractions (3–5) Stage 1: Equivalent Fractions (supporting) Get Your Numbers in Order (1–5) Stage 4: Denominators 2, 3, 4, 5, 6, 8, 10, 12, or 100 (supporting)	Activity 1: Create a set of cards from the blackline master for each group of 2–4.
Assessment: Section A Checkpoint			

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Section B: Place-value Relationships through 1,000,000

Section Learning Goals:

- Read, represent, and describe the relative magnitude of multi-digit whole numbers up to 1 million.
- Recognize that in a multi-digit whole number, the value of a digit in one place represents ten times what it represents in the place to its right.

Section Alignments (Standards): 4.NF.C, 4.NF.C.5, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.B.4, 4.NBT.A.3

4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

4.NF.C.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 6: How Much is 10,000? Student-facing Goal: • Let's represent 10,000.	Warm Up Routine: What Do You Know About ____? Math Language Routine: MLR8 Discussion Supports	Materials: • Base-ten blocks Centers: • Greatest of Them All (1-5) Stage 2: Three-digit Numbers (supporting) Stage 3: Multi-digit Numbers (addressing) • Mystery Number (1-4) Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (supporting)	Activity 1: • Create a set of cards from the blackline master for each group of 4. • Remove the cards showing 1. These cards will be redistributed during the activity. • Each group of 4 needs a small collection of base-ten blocks (2 thousands, 5 hundreds, 10 tens, and 20 ones).
Lesson 7: Numbers Within 100,000 Student-facing Goal:s. • Let's read, write, and represent multi-digit numbers.	Warm Up Routine: Choral Count Math Language Routine: MLR8 Discussion Supports	Materials: • None for this lesson Centers: • Greatest of Them All (1-5) Stage 2: Three-digit Numbers (supporting) Stage 3: Multi-digit Numbers (addressing) • Mystery Number (1-4) Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (supporting)	• None for this lesson
Lesson 8: Beyond 100,000	Warm Up Routine:	Materials:	• None for this lesson

Highlighted Standards are priority standards that need to be taught.

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Student-facing Goal: Let's read, write, and represent numbers beyond 100,000.	How Many Do You See? Math Language Routine: MLR7 Compare and Connect	- Base-ten blocks Centers: Greatest of Them All (1-5) Stage 2: Three-digit Numbers (supporting) Stage 3: Multi-digit Numbers (addressing) Mystery Number (1-4) Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (supporting)	
Lesson 9: Same Digit, Different Value Student-facing Goal: Let's describe the relationship between the digits in multi-digit numbers.	Warm Up Routine: - True or False - Card Sort Math Language Routine: MLR2 Collect and Display	Materials: - None for this lesson Centers: Greatest of Them All (1-5) Stage 2: Three-digit Numbers (supporting) Stage 3: Multi-digit Numbers (addressing) Mystery Number (1-4) Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (supporting)	Activity 1: Create a set of cards from the blackline master for each group of 2 students.
Lesson 10: Ten Times As Much Student-facing Goal: Let's write equations to show the relationship between the digits in multi-digit numbers.	Warm Up Routine: Number Talk Math Language Routine: MLR1 Stronger and Clearer Each Time	Materials: - None for this lesson Copy: Greatest of Them All (1-5) Stage 2: Three-digit Numbers (supporting) Stage 3: Multi-digit Numbers (addressing) Mystery Number (1-4) Stage 4: Fractions with Denominators 5, 8, 10, 12, 100 (supporting)	None for this lesson
Lesson 11: Large Numbers on a Number Line Student-facing Goal: Let's locate multi-digit numbers on a number line.	Warm Up Routine: Estimation Exploration Math Language Routine: MLR8 Discussion Supports	Materials: - None for this Lesson Centers: Greatest of Them All (1-5) Stage 2: Three-digit Numbers (supporting) Stage 3: Multi-digit Numbers (addressing) Tic Tac Round (3-5) Stage 1: Nearest Ten or Hundred (supporting)	None for this lesson

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Assessment: Section B Checkpoint			
Section C: Compare, Order, and Round Section Learning Goals: Compare, order, and round multi-digit whole numbers within 1,000,000.			
Section Alignments (Standards): 4.NF.C, 4.NF.C.5, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.B.4, 4.NBT.A.3 4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. 4.NF.C.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 12: Compare Multi-digit Numbers Student-facing Goal: Let's compare large numbers..	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR2 Collect and Display	Materials: - Number cards 0–10 - Materials from a previous activity Centers: Greatest of Them All (1-5) Stage 3: Multi-digit Numbers (addressing) Tic Tac Round (3-5) Stage 1: Nearest Ten or Hundred (supporting)	Activity 3: Each group of 2 needs a set of cards from the previous activity.
Lesson 13: Order Multi-digit Numbers Student-facing Goal: Let's put some multi-digit numbers in order.	Warm Up Routine: True or False Math Language Routine: MLR1 Stronger and Clearer Each Time	Materials: - None for this lesson Centers: Greatest of Them All (1-5) Stage 3: Multi-digit Numbers (addressing) Tic Tac Round (3-5) Stage 1: Nearest Ten or Hundred (supporting)	
Lesson 14: Multiples of 10,000 and 100,000 Student-facing Goal: Let's explore multiples of 1,000, 10,000, and 100,000	Warm Up Routine: Choral Count Math Language Routine: MLR8 Discussion Supports	Materials: - Stickers - Sticky notes Centers: Greatest of Them All (1-5) Stage 3: Multi-digit Numbers (addressing) Tic Tac Round (3-5) Stage 1: Nearest Ten or Hundred (supporting)	Activity 1: Create number lines from the blackline master and post them around the room before the activity.

Highlighted Standards are priority standards that need to be taught.

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and how other numbers relate to them.			
Lesson 15: The Nearest Multiples of 1,000, 10,000, and 100,000 Student-facing Goal: Let's find multiples of 1 thousand, 10 thousand, and 100 thousand that are the nearest to a number.	Warm Up Routine: Estimation Exploration Math Language Routine: MLR8 Discussion Supports	Materials: - None for this lesson Centers: Greatest of Them All (1-5) Stage 3: Multi-digit Numbers (addressing) Tic Tac Round (3-5) Stage 1: Nearest Ten or Hundred (supporting)	
Lesson 16: Round Numbers Student-facing Goal: Let's round some large numbers.	Warm Up Routine: Numer Talk Math Language Routine: MLR8 Discussion Supports	Materials: - None for this lesson Centers: Greatest of Them All (1-5) Stage 3: Multi-digit Numbers (addressing) Mystery Number (1-4) Stage 5: Six-digit Numbers (addressing)	
Lesson 17: Apply Rounding Student-facing Goal: Let's round large numbers to learn about situations and solve problems.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR7 Compare and Connect	Materials: - None for this lesson Centers: Mystery Number (1-4) Stage 5: Six-digit Numbers (addressing) Tic Tac Round (3-5) Stage 1: Nearest Ten or Hundred (supporting)	
Assessment: Section C Checkpoint			
Section D: Add and Subtract Section Learning Goals: Add and subtract multi-digit whole numbers using the standard algorithm.			
Section Alignments (Standards): 4.NF.C, 4.NF.C.5, 4.NBT.A.1, 4.NBT.A.2, 4.NBT.B.4, 4.NBT.A.3 4.NF.C.6: Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.			

Highlighted Standards are priority standards that need to be taught.

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4.NF.C.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 18: Standard Algorithm to Add and Subtract Student-facing Goal: Let's find sums and differences of large numbers.	Warm Up Routine: Estimation Exploration Math Language Routine: MLR2 Collect and Display	Materials: - Grid paper Centers: Number Puzzles: Addition and Subtraction (1–4) Stage 6: Beyond 1,000 (addressing) Tic Tac Round Stage 2: Any Place (addressing)	
Lesson 19: Compose and Decompose to Add and Subtract Student-facing Goal: Let's compose and decompose units to add and subtract.	Warm Up Routine: Number Talk Math Language Routine: MLR7 Compare and Connect	Materials: - Grid paper Centers: Number Puzzles: Addition and Subtraction (1–4) Stage 6: Beyond 1,000 (addressing) Tic Tac Round Stage 2: Any Place (addressing)	
Lesson 20: Add and Subtract Within 1,000,000 Student-facing Goal: Let's use the standard algorithm to add and subtract.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR8 Discussion Supports	Materials: - Grid paper Centers: Number Puzzles: Addition and Subtraction (1–4) Stage 6: Beyond 1,000 (addressing) Tic Tac Round (3-5) Stage 2: Any Place (addressing)	
Lesson 21: Zeros in the Standard Algorithm Student-facing Goal: Let's subtract from numbers with several zeros.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR8 Discussion Supports	Materials: - Grid paper Centers: Number Puzzles: Addition and Subtraction (1–4) Stage 6: Beyond 1,000 (addressing) Tic Tac Round (3-5) Stage 2: Any Place (addressing)	
Lesson 22: Solve Problems Involving Large Numbers Student-facing Goal: Let's solve problems by adding and subtracting.	Warm Up Routine: True or False Math Language Routine: MLR6 Three Reads	Materials: - Grid paper Centers: Number Puzzles: Addition and Subtraction (1–4) Stage 6: Beyond 1,000 (addressing)	

Highlighted Standards are priority standards that need to be taught.

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		Tic Tac Round (3-5) Stage 2: Any Place (addressing)	
Lesson 23: Bees are Buzzing Student-facing Goal: Let's investigate insect populations.	Warm Up Routine: Estimation Exploration Math Language Routine: MLR5 Co-Craft Questions	Materials: - None for this lesson. Centers: Number Puzzles: Addition and Subtraction (1–4) Stage 6: Beyond 1,000 (addressing) Tic Tac Round (3-5) Stage 2: Any Place (addressing)	
Assessment: Section D Checkpoint			
Vocabulary: rounding			
★ End of Unit 4 Assessment and Completion Date: 01/11 https://wapatosd.ilclassroom.com/lesson_plans/119997-4-4-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.665258&card=2439831			

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Unit 5: Multiplicative Comparison and Measurement

Objective: Students interpret, represent, and solve multiplicative comparison problems using an understanding of the relationship between multiplication and division. They use this thinking to convert units of measure within a given system from larger to smaller units.

Section Titles: A) Multiplicative Comparison Measurement Conversion B) Measurement Conversion C) Let's Put it to Work

★ **End of Unit 5 Assessment and Completion Date: 02/9**

https://wapatosd.ilclassroom.com/lesson_plans/119957-4-5-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.958470&card=2439251

Section A: Multiplicative Comparison

Section Learning Goals: Analyze, describe, and represent multiplicative comparison situations.

Solve one-step and two-step problems involving multiplicative comparison.

Section Alignments (Standards): 4.NBT.B.5; 4.OA.A.3

4.OA.A.1: Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 :Times as Many Student-facing Goal: Let's represent situations that involve "times as many."	Warm Up Routine: Notice and Wonder: Compare Cubes Math Language Routine: Notice and Wonder MLR8 Discussion Supports	Materials: - Activity 1, 2 & 3: Connecting cubes Virtual connecting cubes included - Activity 3: Number cubes - Activity 3: Times as Many Recording Mat (groups of 1) Centers: How Close? Stage 5: Multiply to 100 (supporting) Stage 6: Multiply to 3,000 (addressing) Five in a Row: Multiplication Stage 2: Factors 1–9 (supporting)	Activity 3: Each group of 2 needs 40 connecting cubes.
Lesson 2: Interpret Representations of Multiplicative Comparison Student-facing Goal:	Warm Up Routine: How Many Do You See: Times as Many	Materials: Activity 1: Connecting cubes Virtual connecting cubes included	

Highlighted Standards are priority standards that need to be taught.

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Let's make sense of representations of problems with "times as many."	Math Language Routine: How Many Do You See? MLR7 Compare and Connect MLR8 Discussion Supports	Centers: • Five in a Row: Multiplication Stage 2: Factors 1–9 (supporting) • How Close? Stage 5: Multiply to 100 (supporting) Stage 6: Multiply to 3,000 (addressing)	
Lesson 3 : Solve Multiplicative Comparison Problems Student-facing Goal: Let's solve multiplicative comparison problems.	Warm Up Routine: Number Talk: Find the Unknown Factor Math Language Routine: Number Talk MLR7 Compare and Connect	Materials: • Activity 1: Connecting cubes Virtual connecting cubes included • Activity 2: Connecting cubes Virtual connecting cubes included Centers: • How Close? Stage 6: Multiply to 3,000 (addressing) • Five in a Row: Multiplication Stage 2: Factors 1–9 (supporting)	
Lesson 4: Solve Multiplicative Comparison Problems with Large Numbers Student-facing Goal: Let's represent and solve multiplicative comparison problems with larger numbers.	Warm Up Routine: Notice and Wonder: Too Many Times More? Math Language Routine: Notice and Wonder MLR8 Discussion Supports	Materials: • Centers: • Five in a Row: Multiplication Stage 2: Factors 1–9 (supporting) • How Close? Stage 6: Multiply to 3,000 (addressing)	
Lesson 5:One- and Two-step Comparison Problems Student-facing Goal: Let's solve multiplicative comparison word problems.	Warm Up Routine: Which One Doesn't Belong: Something's Missing Math Language Routine: 5 Practices Which One Doesn't Belong? MLR6 Three Reads	Materials: Centers: Five in a Row: Multiplication Stage 2: Factors 1–9 (supporting) How Close? Stage 6: Multiply to 3,000 (addressing)	
Lesson 6:Ten Times as Many Student-facing Goal: Let's represent "10 times as many."	Warm Up Routine: Choral Count: 12, 15 and 24 Math Language Routine: Choral Count MLR8 Discussion Supports	Materials: Centers: Compare Stage 3: Multiply within 100 (supporting)	

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		How Close? Stage 6: Multiply to 3,000 (addressing)	
Assessment: Section A Checkpoint			
Section B: Measurement Conversion Section Learning Goals: Convert from larger units to smaller units within a given system of measurement. Solve multi-step problems involving multiplicative comparison and measurement. Understand the relative sizes of kilometers, meters and centimeters, liters and milliliters, kilograms and grams, and pounds and ounces.			
Section Alignments (Standards): 4.MD.A.1; 4MD.A.2; 4.OA.A.2; 4. OA.A.3 4.OA.A.1: Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. 4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 7 : Meters and Centimeters Student-facing Goal: Let's explore lengths in meters and centimeters.	Warm Up Routine: Notice and Wonder: Big Bug, Little Bug Math Language Routine: Notice and Wonder MLR8 Discussion Supports	Materials: - Activity 1: - Scissors - Tape - Activity 1: Centimeter Grid Paper - Standard (groups of 2) Centers: Compare Stage 3: Multiply within 100 (supporting) How Close? Stage 6: Multiply to 3,000 (addressing)	
Lesson 8 : Meters and Kilometers Student-facing Goal: Let's explore measurements in meters and kilometers.	Warm Up Routine: Number Talk: Times Hundreds and Thousands Math Language Routine: Number Talk MLR7 Compare and Connect	Materials: - Activity 1: Scissors - Activity 1: How Long is One Kilometer? (groups of 4) Centers: Compare Stage 3: Multiply within 100 (supporting) How Close? Stage 6: Multiply to 3,000 (addressing)	

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Lesson 9 : Grams and Kilograms, Liters and Milliliters Student-facing Goal: Let's explore measurements in grams, kilograms, liters and milliliters.	Warm Up Routine: Which One Doesn't Belong: Meter, Meter on the Page Math Language Routine: Which One Doesn't Belong? MLR2 Collect and Display	Materials: - Activity 1: Paper clips - Activity 2: Containers of different sizes Centers: How Close? Stage 6: Multiply to 3,000 (addressing) Compare Stage 3: Multiply within 100 (supporting)	Activity 1: Gather one or more boxes of 100 metal paper clips, if available. Activity 2: If possible, gather a 1-milliliter medicine dropper, a 20-milliliter medicine dosage cup, a 100-milliliter measuring cup or cylinder, and an empty 1-liter bottle with a line at the 1-liter mark. Obtain 1.5 liters of water or access to a water source.
Lesson 10 :Multi-step Measurement Problems Student-facing Goal: Let's solve multi-step measurement problems.	Warm Up Routine: Notice and Wonder: Distances Traveled Math Language Routine: Notice and Wonder MLR1 Stronger and Clearer Each Time MLR7 Compare and Connect	Materials: Centers: Compare Stage 3: Multiply within 100 (supporting) Would You Rather? Stage 2: Compare to Smaller Units (addressing)	
Lesson 11: Pounds and Ounces Student-facing Goal: Let's explore measurements in pounds and ounces.	Warm Up Routine: Notice and Wonder: A Recipe Math Language Routine: Notice and Wonder MLR8 Discussion Supports	Materials: Activity 1: Pounds and Ounces (groups of 4) Centers: Compare Stage 3: Multiply within 100 (supporting) Would You Rather? Stage 2: Compare to Smaller Units (addressing)	Activity 1: Create a set of cards from the blackline master for each group of 4. If possible, gather examples of packaged food items—one that is labeled "1 ounce" and another labeled "1 pound".
Lesson 12 : Hours, Minutes, and Seconds Student-facing Goal: Let's explore time in hours, minutes, and seconds.	Warm Up Routine: What Do You Know about 1 Hour? Math Language Routine:	Materials: Centers: Compare Stage 3: Multiply within 100 (supporting) Would You Rather? Stage 2: Compare to Smaller Units (addressing)	
Lesson 13 : Multi-step Measurement Problems with Fractions	Warm Up Routine:	Materials:	Activity 2: Create a set of cards from the blackline master for each group of 2.

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Student-facing Goal: Let's solve some multi-step measurement problems.	True or False: Some Number Times a Fraction Math Language Routine: True or False? MLR4 Information Gap MLR8 Discussion Supports	Activity 2: Info Gap Noah's School Day (Part 2) (groups of 2) Centers: Compare Stage 3: Multiply within 100 (supporting) Would You Rather? Stage 2: Compare to Smaller Units (addressing)	
Assessment: Section B Checkpoint			

Section C: Let's Put it to Work

Section Learning Goals: Solve multi-step problems involving multiplicative comparison and measurement.

Section Alignments (Standards): 4.MD.A.1; 4.MD.A.2; 4.MD.A.3; 4.NBT.B; 4.NF.B.4; 4.NF.B.4.c; 4.OA.A.2

4.OA.A.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 14 : Weight and Capacity Measurements Student-facing Goal: Let's solve problems about weight and capacity.	Warm Up Routine: Number Talk: Lots of Thousands Math Language Routine: Number Talk MLR6 Three Reads MLR8 Discussion Supports	Materials: - Activity 1: Containers of different sizes Centers: Can You Draw It? Stage 4: Area and Perimeter (supporting) Rectangle Rumble Stage 3: Factors 1–10 (supporting)	Activity 1: Gather a one-gallon jug (with or without milk), a one-quart container, and a one-cup container for display during the launch. On chart paper, create the table in the activity with an extra column for showing the amounts of lassi in cups, to be displayed during synthesis.
Lesson 15 : Length Measurements Student-facing Goal: Let's solve problems about distances and lengths.	Warm Up Routine: Which One Doesn't Belong: Measurements Math Language Routine: Which One Doesn't Belong? MLR5 Co-Craft Questions	Materials: - Activity 1 - Rulers - Yardsticks Centers: Can You Draw It?	

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	MLR7 Compare and Connect	Stage 4: Area and Perimeter (supporting) Rectangle Rumble Stage 3: Factors 1–10 (supporting)	
Lesson 16 : Compare Perimeters of Rectangles Student-facing Goal: Let's solve problems about rectangles of different sizes.	Warm Up Routine: Number Talk: Two and Four Times a Fraction Math Language Routine: Number Talk MLR8 Discussion Supports	Materials: - Activity 1: Pipe cleaners - Activity 2: - Pipe cleaners - Rulers (inches) - Tape - Activity 3: Rulers or straightedges - Activity 3: Centimeter Grid Paper - Standard (groups of 2) Centers: Can You Draw It? Stage 4: Area and Perimeter (supporting) Rectangle Rumble - Stage 3: Factors 1–10 (supporting)	Activity 2: Each group of 2 needs a 12-inch pipe cleaner, an inch ruler, and tape.
Lesson 17 : More Perimeter Problems Student-facing Goal: Let's solve problems about the perimeter of various shapes.	Warm Up Routine: True or False: Fractions and Whole Numbers Math Language Routine: True or False MLR7 Compare and Connect	Materials: - Activity 2: Missing Measurements - Small (groups of 4) - Activity 2: Missing Measurements - Large (groups of 12) Centers: Can You Draw It? Stage 4: Area and Perimeter (supporting) Rectangle Rumble - Stage 3: Factors 1–10 (supporting)	Activity 2: If the activity is done as a gallery walk, print and cut 1–2 copies of the blackline master with the larger images and post them around the classroom. Otherwise, print and cut 1 copy of the blackline master with the smaller images for each group of 3–4 students.
Lesson 18 : Two Truths and a Lie Student-facing Goal: Let's compare facts about animals.	Warm Up Routine: Notice and Wonder: Animal Facts Math Language Routine: Notice and Wonder MLR2 Collect and Display	Materials: - Activity 1: - Index cards - Tape - Activity 2: Sticky notes - Activity 1: Facts about Animals (groups of 2) Centers: Can You Draw It?	Activity 1: If students are performing their own research, provide access to books about animals or Internet-enabled devices.

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		Stage 4: Area and Perimeter (supporting) Rectangle Rumble • Stage 3: Factors 1–10 (supporting)	
Assessment: Section C Checkpoint			
Vocabulary: No Unit 5 terms			
★ End of Unit 5 Assessment and Completion Date: 02/9 https://wapatosd.ilclassroom.com/lesson_plans/119957-4-5-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.958470&card=2439251			

Unit 6: Multiplying and Dividing Multi-digit Numbers			
Students multiply and divide multi-digit whole numbers using partial products and partial quotients strategies, and apply this understanding to solve multi-step problems using the four operations.			
Section Titles: A: Features of Patterns ; B: Multi-digit Multiplication ; C: Multi-digit Division ; D: Let's Put It to Work: Problem Solving with Large Numbers			
★ End of Unit 6 Assessment and Completion Date: 03/5 https://wapatosd.ilclassroom.com/lesson_plans/119608-4-6-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.1079015&card=2431945			
Section A: Features of Patterns			
Section Learning Goals: Generate a number or shape pattern that follows a given rule. Identify apparent features of a number pattern that were not explicit in the rule itself.			
Section Alignments (Standards): 4.MD.A.1, 4.MD.A.3, 4.OA.A.3, 4.OA.C.5			
4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 : Patterns that Grow Student-facing Goal:	Warm Up Routine: Notice and Wonder	Materials: Pattern blocks Centers:	Activity 2: Consider preparing a set of pattern blocks for building the first two or three steps of the giraffe pattern. The

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Let's describe patterns and think about what might come next.	5 Practices - MLR7 Compare and Connect Math Language Routine: MLR2 Collect and Display	Can You Draw It? (1-5)  Stage 4: Area and Perimeter (supporting) Five in a Row: Multiplication (3-5)  Stage 2: Factors 1-9 (supporting)	set should include 6 hexagons, 6 triangles, 3 trapezoids, and 24 squares.
Lesson 2: Patterns that Repeat Student-facing Goal: Let's look at shapes that repeat by a rule and make some predictions about the patterns they create.	Warm Up Routine: How Many Do You See? Math Language Routine: MLR8 Discussion Supports	Materials: Centers: Can You Draw It? (1-5)  Stage 4: Area and Perimeter (supporting) Five in a Row: Multiplication (3-5)  Stage 2: Factors 1-9 (supporting)	
Lesson 3: From Visual Patterns to Numerical Patterns Student-facing Goal: Let's look at numerical patterns we can write to describe patterns in rectangles.	Warm Up Routine: Number Talk - MLR3 Clarify, Critique, Correct - MLR1 Stronger and Clearer Each Time Math Language Routine: MLR2 Collect and Display	Materials: Graph paper Centers: Can You Draw It? (1-5)  Stage 4: Area and Perimeter (supporting) Five in a Row: Multiplication (3-5)  Stage 2: Factors 1-9 (supporting)	
Lesson 4: Numerical Patterns Student-facing Goal: Let's explore numerical patterns.	Warm Up Routine: Which One Doesn't Belong? MLR5 Co-craft Questions Math Language Routine: MLR8 Discussion Supports	Materials: Centers: Can You Draw It? (1-5)  Stage 4: Area and Perimeter (supporting) Five in a Row: Multiplication (3-5)  Stage 2: Factors 1-9 (supporting)	
Assessment: Section A Checkpoint			
Section B: Multi-digit Multiplication Section Learning Goals: Multiply a whole number of up to four digits by a one-digit whole number, and 2 two-digit numbers using strategies based on place value and the properties of operations.			

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Section Alignments (Standards): 4.MD.A.1, 4.MD.A.3, 4.OA.A.3, 4.OA.C.5

4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 5: Products Beyond 100 Student-facing Goal: Let's find products beyond 100.	Warm Up Routine: Number Talk MLR7 Compare and Connect Math Language Routine: MLR2 Collect and Display	Materials: Tools for creating a visual display Centers: Can You Draw It? (1-5)  Stage 4: Area and Perimeter (supporting) Five in a Row: Multiplication (3-5)  Stage 2: Factors 1-9 (supporting)	Activity 2: Create 4 posters showing the 4 representations shown in the activity narrative.
Lesson 6: Multiply Two-digit Numbers and One-digit Numbers Student-facing Goal: Let's multiply two-digit and one-digit numbers.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR1 Stronger and Clearer Each Time	Materials: Centers: Can You Draw It? (1-5)  Stage 4: Area and Perimeter (supporting) Five in a Row: Multiplication (3-5)  Stage 2: Factors 1-9 (supporting)	
Lesson 7: Multiply Three- and Four-digit Numbers by One-digit Numbers Student-facing Goal: Let's multiply three- and four-digit numbers by one-digit numbers.	Warm Up Routine: Estimation Exploration Math Language Routine: MLR2 Collect and Display	Materials: Centers: Number Puzzles: Multiplication and Division (4-5) Stage 1: Two-digit Factors (addressing) Compare (1-5)  Stage 3: Multiply within 100 (supporting)	
Lesson 8: Multiply 2 Two-digit Numbers Student-facing Goal: Let's multiply 2 two-digit numbers.	Warm Up Routine: Number Talk MLR5 Co-craft Questions Math Language Routine: MLR8 Discussion Supports	Materials: Centers: Number Puzzles: Multiplication and Division (4-5)	

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		Stage 1: Two-digit Factors (addressing) Compare (1-5)  Stage 3: Multiply within 100 (supporting)	
Lesson 9 :Recording Partial Products: One-digit and Three- or Four-digit Factors Student-facing Goal: Let's analyze and try an algorithm that uses partial products.	Warm Up Routine:Which One Doesn't Belong? Math Language Routine:MLR8 Discussion Supports MLR8 Discussion Supports	Materials: Centers: Number Puzzles: Multiplication and Division (4-5) Stage 1: Two-digit Factors (addressing) Compare (1-5)  Stage 3: Multiply within 100 (supporting)	
Lesson 10 :Using Algorithms with Partial Products: 2 Two-digit Numbers Student-facing Goal: Let's try multiplying two-digit numbers with an algorithm that uses partial products.	Warm Up Routine: Number Talk: Products Math Language Routine: MLR1 Stronger and Clearer Each Time MLR8 Discussion Supports	Materials: Centers: Five in a Row: Multiplication (3-5)  Stage 2: Factors 1-9 (supporting) Compare (1-5)  Stage 3: Multiply within 100 (supporting)	
Lesson 11:Partial Products and the Standard Algorithm Student-facing Goal: Let's compare multiplication algorithms.	Warm Up Routine: Number Talk: The Value of the Digits Math Language Routine: MLR8 Discussion Supports	Materials: Centers: Five in a Row: Multiplication (3-5)  Stage 2: Factors 1-9 (supporting) Compare (1-5)  Stage 3: Multiply within 100 (supporting)	
Lesson 12: Solve Problems Involving Multiplication Student-facing Goal: Let's solve problems using what we learned about multiplication of whole numbers.	Warm Up Routine: What Do You Know About 1 Year? Math Language Routine: MLR8 Discussion Supports	Materials: Activity 1: Tools for creating a visual display Centers: Five in a Row: Multiplication (3-5)  Stage 2: Factors 1-9 (supporting) Compare (1-5) 	

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		Stage 3: Multiply within 100 (supporting)	
Assessment: Section B Checkpoint			
Section C: Multi-digit Division Section Learning Goals: Divide numbers of up to four digits by one-digit divisors to find whole-number quotients and remainders, using strategies based on place value, properties of operations, and the relationship between multiplication ... Section Alignments (Standards): 4.MD.A.1, 4.MD.A.3, 4.OA.A.3, 4.OA.C.5 4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 13 : Situations Involving Equal-size Groups Student-facing Goal: Let's interpret and solve division problems.	Warm Up Routine: Estimation Exploration MLR5 Co-craft Questions Math Language Routine: MLR2 Collect and Display	Materials: Centers: Five in a Row: Multiplication (3-5)  - Stage 2: Factors 1-9 (supporting) Compare (1-5)  - Stage 3: Multiply within 100 (supporting)	
Lesson 14: Situations Involving Factors and Multiples Student-facing Goal: Let's interpret and solve division problems beyond 100.	Warm Up Routine: Number Talk Math Language Routine: MLR8 Discussion Supports	Materials: Centers: Five in a Row: Multiplication (3-5)  - Stage 2: Factors 1-9 (supporting) Compare (1-5)  - Stage 3: Multiply within 100 (supporting)	
Lesson 15: Situations Involving Area Student-facing Goal: Let's divide to find the side length of a rectangle.	Warm Up Routine: Estimation Exploration Math Language Routine: MLR7 Compare and Connect	Materials: - Grid paper - Sticky notes Centers: Rolling for Fractions (3-5)	Activity 2: If doing a gallery walk, create 3-4 posters to display during the activity that show or describe different strategies students are likely to use to solve the problem.

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		Stage 2: Multiply a Fraction by a Whole Compare (1-5) ■ Stage 3: Multiply within 100 (supporting)	
Lesson 16: Base-ten Blocks to Divide Student-facing Goal: Let's use base-ten blocks to divide.	Warm Up Routine: What Do You Know About ____? MLR7 Compare and Connect Math Language Routine:	Materials: - Base-ten blocks - Tools for creating a visual display Centers: Compare (1-5) ■ - Stage 4: Divide within 100 (supporting) Rolling for Fractions (3-5) - Stage 2: Multiply a Fraction by a Whole Number (supporting)	Activity 1: Each group of 3–4 students needs a set of base-ten blocks that includes 4 hundreds blocks, 10 ten blocks, and 25 ones blocks.
Lesson 17: Base-ten Diagrams to Represent Division Student-facing Goal: Let's divide using base-ten blocks or diagrams.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR8 Discussion Supports	Materials: Centers: Compare (1-5) ■ - Stage 4: Divide within 100 (supporting) Rolling for Fractions (3-5) - Stage 2: Multiply a Fraction by a Whole Number (supporting)	
Lesson 18: Divide with Partial Quotients Student-facing Goal: Let's analyze and use an algorithm that uses partial quotients.	Warm Up Routine: Number Talk Math Language Routine: MLR8 Discussion Supports	Materials: - Base-ten blocks Centers: Compare (1-5) ■ - Stage 4: Divide within 100 (supporting) Rolling for Fractions (3-5) - Stage 2: Multiply a Fraction by a Whole Number (supporting)	
Lesson 19: Division With and Without Remainders Student-facing Goal: Let's find quotients and remainders using an algorithm that uses partial quotients.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR2 Collect and Display	Materials: Centers: Compare (1-5) ■ - Stage 4: Divide within 100 (supporting) Rolling for Fractions (3-5)	

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		Stage 2: Multiply a Fraction by a Whole Number (supporting)	
Lesson 20: Interpret Remainders in Division Situations Student-facing Goal: Let's solve problems involving division and interpret remainders.	Warm Up Routine: Choral Count Math Language Routine: MLR8 Discussion Supports	Materials: • Centers: • Compare (1-5) ■ • Stage 4: Divide within 100 (supporting) • Watch Your Remainder (4-5) Stage 1: One-digit Divisors (addressing)	
Assessment: Section C Checkpoint			
Section D: Let's Put It to Work: Problem Solving with Large Numbers Section Learning Goals: Use the four operations to solve problems that involve multi-digit whole numbers and assess the reasonableness of answers. Section Alignments (Standards): 4.MD.A.1, 4.MD.A.3, 4.OA.A.3, 4.OA.C.5 4.NBT.B.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.B.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.			
Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 21 :Different Ways to Solve Problems Student-facing Goal: Let's reason about and solve multi-step problems.	Warm Up Routine: Which One Doesn't Belong? • MLR5 Co-craft Questions Math Language Routine: MLR7 Compare and Connect	Materials: • Centers: • Compare • Stage 7: Multi-digit Operations (addressing) • Watch Your Remainder • Stage 1: One-digit Divisors (addressing)	Going on a Field Trip (groups of 1)

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Lesson 22 : Problems About Perimeter and Area Student-facing Goal: Let's solve situations involving perimeter and area.	Warm Up Routine: How Many Do You See? Math Language Routine:MLR8 Discussion Supports	Materials: • Grid paper • Inch tiles Centers: • Compare Stage 7: Multi-digit Operations (addressing) • Watch Your Remainder Stage 1: One-digit Divisors (addressing)	
Lesson 23: Solve Problems with Many Operations Student-facing Goal: Let's solve multi-step problems involving the four operations.	Warm Up Routine:True or False Math Language Routine:MLR8 Discussion Supports	Materials: • Grid paper Centers: • Compare Stage 7: Multi-digit Operations (addressing) • Watch Your Remainder Stage 1: One-digit Divisors (addressing)	
Lesson 24: Assess the Reasonableness of Solutions Student-facing Goal: Let's solve problems and assess the reasonableness of solutions.	Warm Up Routine:Notice and Wonder Math Language Routine:MLR8 Discussion Supports	Materials: • Grid paper Centers: • Compare Stage 7: Multi-digit Operations (addressing) • Watch Your Remainder Stage 1: One-digit Divisors (addressing)	
Lesson 25: Paper Flower Decorations Student-facing Goal: Let's make patterns with paper flowers.	Warm Up Routine:How Many Do You See? Math Language Routine:MLR7 Compare and Connect	Materials: Centers: • Compare Stage 7: Multi-digit Operations (addressing)	Activity 1: Gather rubber bands or pipe cleaners and 60 sheets of tissue paper that measure 18 inches by 24 inches.

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		Watch Your Remainder Stage 1: One-digit Divisors (addressing)	Cut the tissue paper in the following ways (measurements do not need to be exact): 20 sheets cut into strips that are 4 inches by 9 inches 40 sheets cut into strips that are 6 inches by 12 inches (length should be about 2 times the width)
Assessment: Section D Checkpoint			
Vocabulary: Dividend remainder			
★ End of Unit 6 Assessment and Completion Date: 03/5 https://wapatosd.ilclassroom.com/lesson_plans/119608-4-6-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.1079015&card=2431945			

Unit 7: Angles and Angle Measurement

Objectives: Students learn to draw and identify points, rays, segments, angles, and lines, including parallel and perpendicular lines. Students also learn how to use a protractor to measure angles and draw angles of given measurements, and identify acute, obtuse, right, and straight angles in two-dimensional figures.

Section Titles: A: Points, Lines, Segments, Rays, and Angles, B: The Size of Angles, C: Angle Analysis

★ End of Unit 7 Assessment and Completion Date: 04/10
https://wapatosd.ilclassroom.com/lesson_plans/119553-4-7-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.1367650&card=2430999

Section A: Points, Lines, Segments, Rays, and Angles

Section Learning Goals:

- Draw and identify points, lines, rays, segments, and parallel and intersecting lines in geometric figures.
- Recognize that angles are formed wherever two rays share a common endpoint and identify angles in two-dimensional figures.

Section Alignments (Standards): 4.G.A.1, 4.MD.C.5, 4.NBT.B.4, 4.NBT.B.5, 4.MD.C.5.a, 4.MD.C.5.b, 4.MD.C.6, 4.MD.C.7, 4.NBT.B.6, 4.G.A.2

4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Highlighted Standards are priority standards that need to be taught.

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4.MD.C.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1: How Would You Describe These Figures? Student-facing Goal: Let's draw and describe geometric figures.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR2 Collect and Display	Materials: - Chart paper - Index cards - Rulers or straightedges Centers: Rolling for Fractions (3–5) Stage 2: Multiply a Fraction by a Whole Number (supporting) Compare (1–5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting) Target Measurements (2–5) Stage 4: Degrees (addressing)	Activity 1: - Create a set of 4 cards from the blackline master for each group of 2. - Create a poster with the two images shown in activity synthesis.
Lesson 2: Points, Lines, Rays, and Segments Student-facing Goal: Let's draw points, lines, line segments, and rays.	Warm Up Routine: Number Talk MLR7 Compare and Connect Math Language Routine: MLR8 Discussion Supports	Materials: - Rulers or straightedges Centers: Rolling for Fractions (3–5) Stage 2: Multiply a Fraction by a Whole Number (supporting) Compare (1–5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting)	Activity 1: Create a set of cards from the blackline master for each group of 2–4 student
Lesson 3: Two or More Lines Student-facing Goal: Let's look at lines that cross and lines that don't.	Warm Up Routine: How Many Do You See? Math Language Routine: MLR2 Collect and Display	Materials: - Rulers or straightedges Centers: Rolling for Fractions (3–5)	

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		Stage 2: Multiply a Fraction by a Whole Number (supporting) • Compare (1–5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting)	
Lesson 4: Points and Lines All Around Student-facing Goal: Let's find parallel and intersecting lines all around us.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR8 Discussion Supports	Materials: • Materials from a previous lesson • Rulers or straightedges Centers: • Rolling for Fractions (3–5) Stage 2: Multiply a Fraction by a Whole Number (supporting) • Compare (1–5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting)	Activity 1: • Gather Collect and Display charts from previous lessons. • Each student will need access to their personal word walls created in previous lessons.
Lesson 5: What is an Angle? Student-facing Goal: Let's look for angles and find out ways to describe them.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR2 Collect and Display MLR1 Stronger and Clearer Each Time	Materials: • Rulers or straightedges Centers: • Compare (1–5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting) • Target Measurements (2–5) Stage 4: Degrees (addressing)	Activity 1: • Create a set of cards (4 cards total) for each group of 2 from the blackline master. • Each group of 2 needs 2 cards (sets 1 and 2). Additional cards (sets 3A and 3B) can be used for extension.
Assessment: Section A Checkpoint			
Section B: The Size of Angles Section Learning Goals: • Recognize that angles can be measured in degrees, and can be found using addition and subtraction. • Use a protractor to measure and draw angles, and recognize that perpendicular lines meet or cross at a right angle.			
Section Alignments (Standards): 4.G.A.1, 4.MD.C.5, 4.NBT.B.4, 4.NBT.B.5, 4.MD.C.5.a, 4.MD.C.5.b, 4.MD.C.6, 4.MD.C.7, 4.NBT.B.6, 4.G.A.2 4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.			

Highlighted Standards are priority standards that need to be taught.

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4.MD.C.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 6: Compare and Describe Angles Student-facing Goal: Let's think about how to compare and describe angles.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR2 Collect and Display	Materials: - Materials from a previous activity - Patty paper Centers: Compare (1-5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting) Target Measurements (2-5) Stage 4: Degrees (addressing)	Activity 1: Create one set of cards from the blackline master for each group of 2 students.
Lesson 7: The Size of Angles on a Clock Student-facing Goal: Let's describe angles using the hands of a clock.	Warm Up Routine: Notice and Wonder Math Language Routine: None for this lesson.	Materials: - Patty paper - Rulers or straightedges Centers: Compare (1-5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting) Target Measurements (2-5) Stage 4: Degrees (addressing)	None for this lesson.
Lesson 8: The Size of Angles in Degrees Student-facing Goal: Let's describe the size of angles using degrees.	Warm Up Routine: What Do You Know About ____? Math Language Routine: None for this lesson.	Materials: - Paper - Rulers or straightedges Centers: Compare (1-5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting) Target Measurements (2-5) Stage 4: Degrees (addressing)	Activity 2: Create a paper half-circle from the blackline master for each student.
Lesson 9: Use a Protractor to Measure Angles	Warm Up Routine: True or False	Materials: Protractors	

Highlighted Standards are priority standards that need to be taught.

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Student-facing Goal: Let's use some tools to measure angles.	MLR1 Stronger and Clearer Each Time Math Language Routine: MLR2 Collect and Display	Centers: Compare (1–5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting) Target Measurements (2–5) Stage 4: Degrees (addressing)	
Lesson 10: Angle Measurement and Perpendicular Lines Student-facing Goal: Let's measure all kinds of angles.	Warm Up Routine: Number Talk MLR2 Collect and Display Math Language Routine: MLR8 Discussion Supports	Materials: - Protractors - Rulers or straightedges - Colored pencils - Paper Centers: Compare (1–5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting) Target Measurements (2–5) Stage 4: Degrees (addressing)	Activity 2: Prepare at least 2 pieces of paper (or sticky notes) for each student.
Lesson 11: Use a Protractor to Draw Angles Student-facing Goal: Let's draw some angles.	Warm Up Routine: Estimation Exploration Math Language Routine: MLR8 Discussion Supports	Materials: - Protractors - Rulers or straightedges - Index cards Centers: Compare (1–5) Stage 5: Fractions (supporting) Stage 7: Multi-digit Operations (supporting) Target Measurements (2–5) Stage 4: Degrees (addressing)	
Assessment: Section B Checkpoint			
Section C: Angle Analysis Section Learning Goals: - Draw and identify acute, obtuse, right, and straight angles in two-dimensional figures. - Write equations to represent angle relationships and reason about and find unknown measurements.			

Highlighted Standards are priority standards that need to be taught.

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Section Alignments (Standards): 4.G.A.1, 4.MD.C.5, 4.NBT.B.4, 4.NBT.B.5, 4.MD.C.5.a, 4.MD.C.5.b, 4.MD.C.6, 4.MD.C.7, 4.NBT.B.6, 4.G.A.2

4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.MD.C.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 12: Types of Angles Student-facing Goal: Let's look at different types of angles.	Warm Up Routine: Number Talk Math Language Routine: MLR2 Collect and Display	Materials: - Materials from a previous lesson - Protractors - Pattern blocks Centers: Can You Draw It? (1–5) Stage 4: Area and Perimeter (supporting) Which One? (K–5) Stage 4: Grade 3 Shapes (supporting)	Activity 1: Students need their angle cards from the previous lesson.
Lesson 13: Find Angle Measurements Student-facing Goal: Let's compose and decompose angles to find their measurements.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR5 Co-craft Questions	Materials: - Patty paper - Origami paper Centers: Can You Draw It? (1–5) Stage 4: Area and Perimeter (supporting) Which One? (K–5) Stage 4: Grade 3 Shapes (supporting)	Activity 1: - Create 4 copies of each angle (p, q, r, and s) from the blackline master for each group of 2–4 students. - Cut out the angles in advance, or prepare scissors and extra time for students to cut out the angles. - If using patty paper instead of cutouts of the angles, each student needs 1–2 sheets of patty paper.

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Lesson 14: Reasoning about Angles (Part 1) Student-facing Goal: Let's find the size of angles on the clock.	Warm Up Routine: Which One Doesn't Belong? MLR1 Stronger and Clearer Each Time Math Language Routine: MLR8 Discussion Supports	Materials: - Protractors - Rulers or straightedges Centers: Can You Draw It? (1–5) Stage 4: Area and Perimeter (supporting) Which One? (K–5) Stage 4: Grade 3 Shapes (supporting)	
Lesson 15: Reasoning About Angles (Part 2) Student-facing Goal: Let's figure out missing angle measurements.	Warm Up Routine: How Many Do You See? MLR4 Information Gap Math Language Routine: MLR8 Discussion Supports	Materials: - None for this lesson Centers: Can You Draw It? (1–5) Stage 4: Area and Perimeter (supporting) Which One? (K–5) Stage 4: Grade 3 Shapes (supporting)	Activity 2: Create a set of cards from the blackline master for each group of 2.
Lesson 16: Guess the Figure Student-facing Goal: Let's draw and identify all kinds of two-dimensional figures.	Warm Up Routine: Notice and Wonder Math Language Routine: MLR2 Collect and Display	Materials: - Rulers or straightedges Centers: Can You Draw It? (1–5) Stage 4: Area and Perimeter (supporting) Which One? (K–5) Stage 4: Grade 3 Shapes (supporting)	Activity 1: Create a set of cards from the blackline master for each group of 2 students.
Assessment: Section C Checkpoint			
Vocabulary: acute angle, angle, intersecting lines, line, obtuse angle, parallel lines, perpendicular lines, point, ray, right angle, segment or line segment, straight angle, vertex.			
 End of Unit 7 Assessment and Completion Date: 04/10 https://wapatosd.ilclassroom.com/lesson_plans/119553-4-7-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.1367650&card=2430999			

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Unit 8: Properties of Two-dimensional Shapes

Objective: Students classify triangles and quadrilaterals based on the properties of their side lengths and angles, and learn about lines of symmetry in two-dimensional figures. They use their understanding of these attributes to solve problems, including problems involving perimeter and area.

Section Titles: A) Side Lengths, Angles, and Lines of Symmetry B) Reason about Properties to Solve Problems

★ End of Unit 8 Assessment and Completion Date: 04/25

https://wapatosd.ilclassroom.com/lesson_plans/118993-4-8-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.1785428&card=2417795

Section A: Ways to Look at Figures

Section Learning Goals: Classify triangles (including right triangles), parallelograms, rectangles, rhombuses, and squares based on the properties of their side lengths and angles. Identify and draw lines of symmetry in two-dimensional figures.

Section Alignments (Standards): 4.G.A.3

4.G.A.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.MD.A.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 :Ways to Look at Figures Student-facing Goal: Let's sort two-dimensional figures.	Warm Up Routine: Which One Doesn't Belong: Geometric Figures Math Language Routine: Which One Doesn't Belong? MLR2 Collect and Display	Materials: - Activity 1: - Protractors - Rulers - Sticky notes - Activity 1: Shape Cards Grade 4 (groups of 2) Centers: Picture Books (K-5) Stage 3: Find Shapes (supporting)	Activity 1: Create a set of cards from the blackline master for each group of 2–4.
Lesson 2 : Ways to Look at Triangles Student-facing Goal: Let's sort and analyze triangles.	Warm Up Routine: Number Talk: Sums and Products Math Language Routine: Number Talk MLR8 Discussion Supports	Picture Books (K-5) Stage 3: Find Shapes (supporting)	Activity 1: Each group needs a set of shape cards from the previous lesson. If time permits, separate the triangle cards from each set in advance.

Highlighted Standards are priority standards that need to be taught.

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			Gather the Collect and Display chart from the previous lesson for display in the activity synthesis.
Lesson 3 : Ways to Look at Quadrilaterals Student-facing Goal: Let's sort and identify quadrilaterals.	Warm Up Routine: How Many Do You See: Brick Pattern Math Language Routine: How Many Do You See? MLR8 Discussion Supports	• Which One? (K-5) Stage 4: Grade 3 Shapes (supporting) • Can You Draw It? (1-5) Stage 4: Area and Perimeter (supporting)	Activity 1: Each group needs a set of shape cards from the previous lesson. If time permits, separate the quadrilateral cards from each set in advance. Activity 2: Each group needs a set of shape cards from the previous activity.
Lesson 4: Symmetry in Figures (Part 1) Student-facing Goal: Let's describe symmetry in two-dimensional figures.	Warm Up Routine: Notice and Wonder: Seeing Double Math Language Routine: Notice and Wonder MLR1 Stronger and Clearer Each Time MLR8 Discussion Supports	Materials: • Activity 1 • Patty paper • Protractors • Rulers or straightedge • Scissors • Activity 2 • Materials from a previous lesson • Patty paper • Protractors • Rulers • Activity 3 • Patty paper • Rulers or straightedges • Activity 1: Perfect Matches (groups of 6) • Activity 2: Shape Cards Grade 4 (groups of 2) Center: • Which One? (K-5) ◦ Stage 4: Grade 3 Shapes (supporting) • Can You Draw It? (1-5) ◦ Stage 4: Area and Perimeter (supporting)	Activity 1: Make copies of the set of figures in the second question available for cutting and for demonstration during the lesson synthesis. Activity 2: Sort the shape cards from the previous lessons into three groups of 12 cards (A–L, M–X, and Y–JJ).
Lesson 5: Symmetry in Figures (Part 2) Student-facing Goal:	Warm Up Routine: Number Talk: Keeping Track Math Language Routine: Number Talk	Materials: Activity 1 Patty paper Rulers or straightedges Activity 2	Activity 3: Create a set of triangle cutouts from the blackline master for each group of 2.

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Let's draw some figures that have lines of symmetry.	MLR1 Stronger and Clearer Each Time Which One?	Paper Patty paper Protractors Rulers or straightedges Scissors Activity 3 Patty paper Protractors Rulers or straightedges Scissors Activity 3: Two Symmetrical Figures (groups of 2) Centers: • Which One? (K-5) Stage 4: Grade 3 Shapes (supporting) • Can You Draw It? (1-5) Stage 4: Area and Perimeter (supporting) • Symmetrical Designs (4) Stage 1: Lines of Symmetry (addressing)	
Lesson 6: All Kinds of Attributes Student-facing Goal: Let's use what we know about attributes of figures to create drawings.	Warm Up Routine: How Many Do You See: Dot after Dot Math Language Routine: How Many Do You See Notice and Wonder MLR2 Collect and Display	Materials: Activity 1: Straightedges Centers: • Symmetrical Designs (4) Stage 1: Lines of Symmetry (addressing) • Compare (1-5)  Stage 5: Fractions (supporting) Stage 7: Multi-Digit Operations (supporting)	
Assessment: Section A Checkpoint			
Section B: Reason about Properties to Solve Problems Section Learning Goals: Solve problems involving unknown side lengths, perimeter, area, and angle measurements using the known attributes and properties of two-dimensional shapes.			
Section Alignments (Standards): 4.G.A.3 4.G.A.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.			

Highlighted Standards are priority standards that need to be taught.

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4.MD.A.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 7 : Ways to Find Unknown Length (Part 1) Student-facing Goal: Let's find the perimeter of different shapes.	Warm Up Routine: Number Talk: Multiple Thirds Math Language Routine: Number Talk MLR3 Clarify, Critique, Correct MLR8 Discussion Supports	Materials: - Activity 2: Patty paper - Activity 3: Patty paper Centers: Which One? (K-5) Stage 5: Grade 4 Shapes (addressing) Can You Draw It? (1-5) Stage 5: Grade 4 Shapes (addressing) Compare (1-5)  Stage 5: Fractions (supporting)	
Lesson 8 : Ways to Find Unknown Length (Part 2) Student-facing Goal: Let's find the unknown lengths in figures.	Warm Up Routine: True or False: Equations with Fractions Math Language Routine: True or False? MLR8 Discussion Supports	Materials: - Activity 1: - Patty paper - Rulers or straightedges - Activity 2: - Patty paper - Rulers or straightedges Centers: Which One? (K-5) Stage 5: Grade 4 Shapes (addressing) Can You Draw It? (1-5) Stage 5: Grade 4 Shapes (addressing) Compare (1-5)  Stage 5: Fractions (supporting)	
Lesson 9 :Symmetry in Action Student-facing Goal: Let's investigate symmetry and perimeter in folded figures.	Warm Up Routine: Which One Doesn't Belong: Figures Math Language Routine: Which One Doesn't Belong? MLR8 Discussion Supports	Materials: - Activity 1: - Paper - Patty paper - Protractors - Rulers or straightedges - Scissors	

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		• Activity 2: • Paper • Patty paper • Rulers or straightedges • Scissors • Activity 1: Before and After (groups of 6) Centers: • Which One? (K-5) Stage 5: Grade 4 Shapes (addressing) • Compare (1-5)  Stage 5: Fractions (supporting) • How Are They the Same? (1-5) Stage 7: Multi-digit Operations (supporting)	
Lesson 10 :Ways to Find Angle Measurements Student-facing Goal:	Warm Up Routine: How Many Do You See: Symmetry in a Star Math Language Routine: How Many Do You See? MLR8 Discussion Supports	Materials: • Activity 1: • Paper • Patty paper • Protractors • Rulers • Scissors Centers: • Which One? (K-5) Stage 5: Grade 4 Shapes (addressing) • Compare (1-5)  Stage 5: Fractions (supporting) • How Are They the Same? (1-5) Stage 7: Multi-digit Operations (supporting)	
Assessment: Section B Checkpoint			
Vocabulary: Line of symmetry Right triangle symmetry			
★ End of Unit 8 Assessment and Completion Date: 04/25 https://wapatosd.ilclassroom.com/lesson_plans/118993-4-8-end-of-unit-assessment?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.1785428&card=2417795			

Highlighted Standards are priority standards that need to be taught.

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Unit 9: Putting It All Together

Students consolidate and solidify their understanding of various concepts and skills related to major work of the grade. They also continue to work toward fluency goals of the grade.

Section Titles: [A: Reason with Fractions](#); [B: Whole-number Operations](#); [C: Solve Problems with Multiplication and Division](#); [D: Creation and Design](#)

★ End of Unit 9 Assessment and Completion Date: 05/20

https://wapatosd.ilclassroom.com/lesson_plans/118987-4-9-end-of-course-assessment-and-resources?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.1786117&card=2417717

Section A: [Reason with Fractions](#)

Section Learning Goals: Solve problems involving fraction equivalence and operating with fractions.

Section Alignments (Standards): 4.NF.A.1; 4.NF.A.2; 4.NF.B.3; 4.NF.B.3.a; 4.NF.B.3.b; 4.NF.B.3.c; 4.NF.B.3.d; 4.NF.B.4; 4.NF.C.5; 4.NF.C.6; 4.NF.C.7

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 1 :Add, Subtract, and Multiply Fractions Student-facing Goal: Let's practice solving problems involving fractions.	Warm Up Routine: Number Talk: Fluency and Fractions Math Language Routine: MLR8 Discussion Supports	Materials: • None Centers: • None	
Lesson 2: Sums and Differences of Fractions Student-facing Goal: Let's practice solving problems involving fractions.	Warm Up Routine: Number Talk: Wholes and Units Math Language Routine: MLR8 Discussion Supports	Materials: • None Centers: • None	
Lesson 3: Stories with Fractions Student-facing Goal: Let's add and subtract mixed numbers.	Warm Up Routine: Number Talk Math Language Routine: MLR8 Discussion Supports	Materials: • None Centers: • None	
Assessment: Section A Checkpoint			

Section B: [Whole-number Operations](#)

Section Learning Goals: Add, subtract, multiply, and divide multi-digit numbers using place value understanding.

Section Alignments (Standards): 4.NBT.B; 4.NBT.B.4; 4.NBT.B.5; 4.NBT.B.6

Lesson and Student-facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
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Highlighted Standards are priority standards that need to be taught.

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Lesson 4: Another Look at the Standard Algorithm Student-facing Goal: Let's subtract from numbers with zeros.	Warm Up Routine: Number Talk Math Language Routine:MLR7 Compare and Connect	Materials: - Grid paper Centers: - None	
Lesson 5: Multiplication of Multi-digit Numbers Student-facing Goal: Let's multiply multi-digit numbers.	Warm Up Routine: Estimation Exploration Math Language Routine:MLR8 Discussion Supports	Materials: - Grid paper Centers: - None	
Lesson 6 : What's the Quotient? Student-facing Goal: Let's find some quotients of multi-digit numbers.	Warm Up Routine: Number Talk Math Language Routine:MLR2 Collect and Display	Materials: - None Centers: - None	
Assessment: Section B Checkpoint			
Section C: Solve Problems with Multiplication and Division Section Learning Goals: Solve problems involving measurement comparison. Section Alignments (Standards): 4.NBT.B; 4.NBT.B.4; 4.NBT.B.5; 4.NBT.B.6; 4.OA.A.2; 4.OA.A.3			
Lesson and Student- facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 7: Solve Multiplicative Comparison Problems Student-facing Goal: Let's solve real-world multiplicative comparison problems.	Warm Up Routine: Notice and Wonder Math Language Routine:MLR8 Discussion Supports	Materials: - None Centers: - None	
Lesson 8: Solve Problems with Multiplication and Division Student-facing Goal: Let's make sense of situations and solve word problems.	Warm Up Routine: Number Talk Math Language Routine:MLR8 Discussion Supports	Materials: - None Centers: - None	
Lesson 9: Create Word Problems Student-facing Goal: Let's write our own word problems.	Warm Up Routine: Number Talk Math Language Routine:MLR8 Discussion Supports	Materials: - None Centers: - None	
Assessment: Section C Checkpoint			

Highlighted Standards are priority standards that need to be taught.

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Section D: Creation and Design			
Section Learning Goals: Review the major work of the grade by creating and designing instructional routines.			
Section Alignments (Standards): 4.G.A.1; 4.NBT.A; 4.NBT.A.1; 4.NBT.B; 4.NBT.B.5; 4.NF.B; 4.NF.B.4; 4.OA; 4.OA.A; 4.OA.A.3; 4.OA.B.4; 4.OA.C; 4.OA.C.5			
Lesson and Student- facing Learning Goals:	Warm Up Routine Math Language Routine	Materials and Centers:	Required Preparation:
Lesson 10 : Estimation Exploration Student-facing Goal: Let's design an Estimation Exploration activity.	Warm Up Routine: Estimation Exploration Math Language Routine: MLR8 Discussion Supports	Materials: - Tools for creating a visual display Centers: - None	Activity 2: Gather two magazines or other sources of images for each group of 3–4 students.
Lesson 11 : Which One Doesn't Belong? Student-facing Goal: Let's complete and create Which One Doesn't Belong sets.	Warm Up Routine: Which One Doesn't Belong? Math Language Routine: MLR8 Discussion Supports	Materials: - None Centers: - None	
Lesson 12 : Number Talk Student-facing Goal: Let's create our own Number Talks.	Warm Up Routine: Number Talk Math Language Routine: MLR7 Compare and Connect	Materials: - None Centers: - None	
Assessment: Section D Checkpoint			
Vocabulary: No Unit 9 terms			
 End of Unit 9 Assessment and Completion Date: 05/20 https://wapatosd.ilclassroom.com/lesson_plans/118987-4-9-end-of-course-assessment-and-resources?path=Wiki.3977826%2FWiki.587417%2FWiki.587430%2FWiki.1786117&card=2417717			

Highlighted Standards are priority standards that need to be taught.