



4th Grade Math Scope & Sequence 24-25



Resources: Math Standards

NM-Instructional Scope

Coherence Map

Math Framework

Week	Operations & Algebraic Thinking	Number & Operations Base Ten	Number & Operations-Fractions	Measurement & Data	Geometry	Discourse Questions
Week 0 Aug 05 - 09	Teacher Professional Development	Teacher Professional Development	Transition Day	Rules, Routines, & Procedures	Rules, Routines, & Procedures	
Week 1 Aug 12 - 16 5 days iStation ISIP	Number Sense Routine: Mystery Number Math Tasks: Coloring Triangles Chain of Changes Two Clocks If the World Were a Village	Number Sense Routine: Focus on Fractions Math Tasks: Digit Addition Number Detective Number Differences Nice or Nasty	Number Sense Routine: Which One is Different and Why? Math Tasks: Subtraction Surprise Three Neighbors Shaping It Tumbling Down	Number Sense Routine: Number Lines Math Tasks: Triangle Transformation Your Number is... Consecutive Numbers Fruity Totals	Number Sense Routine: Quick Images Math Tasks: Number Match 4 Dom A Puzzling Cube Square Corners	Rules, Routines, & Procedures Placement Testing (iStation, Spire, Guided Reading, etc) & iMSSA
Week 2 Aug 19 - 23 5 days (Possible iMSSA testing)	Unit 1 Place Value and Multidigit Addition and Subtraction					
	Number Sense Routine: Notice and Wonder Lesson 1: Make Place Value Drawings Standards: 4.NBT.A.1 Objective: We will learn to identify the place value of numbers through thousands. Resources: • Teacher Edition pp 1–4 Homework and Remembering pp 1–2 *Math Board- can be found in HMH, iTools, Math Board	Number Sense Routine: Would You Rather? Continue Lesson 1: Make Place Value Drawings Standards: 4.NBT.A.1 Objective: We will learn to identify the place value of numbers through thousands Resources: • Teacher Edition pg 5-10 • Student Activity Book pp 4-5	Number Sense Routine: How Do You Know? Lesson 2: Build Numbers Standards: 4.NBT.A.1, 4.NBT.A.2 Activity: 1 (*be sure to give time to cut out cards) Objective: We will learn how to read, write, and model numbers to thousands Resources: Teacher Edition pp 11–18 • Student Activity Book pp 6A–D,7	Number Sense Routine: Two Truths and a Lie Continue Lesson 2 Build Numbers Standards: 4.NBT.A.1, 4.NBT.A.2 Objective: We will learn how to read, write, and model numbers to thousands Resources: Teacher Edition pp 16-17 • Student Activity Book pg Homework and Remembering pp 3–4	Number Sense Routine: Guess My Rule Lesson 4 Numbers to One Million Standards: 4.NBT.A.1, 4.NBT.A.2 Lesson 4 Round to the Nearest 10 Activity: 1-3 Standards: 3.NBT.A.1 Objective: We will learn to round numbers to the nearest ten to estimate sums and differences Resources: TE 337 Student Handbook: 187-188	What manipulatives or models can you use to represent place value problems more efficiently? How do we use our place value knowledge in expanded notation? In a multi-digit number, the value of the digit to the right is how many times less? How can we use the value of a digit to compare multi-digit numbers? How can we use place value to round numbers?

<p>Week 3 Aug 26 - 30 5 days</p> <p>(Possible iMSSA testing)</p>	<p align="center">Unit 1 Place Value and Multidigit Addition and Subtraction</p>					
	<p>Number Sense Routine: Today's Number</p> <p><u>Lesson 3 Round Numbers</u></p> <p>Standards: 4.NBT.A.2, 4.NBT.A.3 Objective: We will learn to round and compare multi digit whole numbers. Resources: Teacher Edition Activity 1-2pg 19–24 • Student Activity Book pg 9</p>	<p>Number Sense Routine: Tool Talk</p> <p>Continue <u>Lesson 3 Round Numbers</u></p> <p>Standards: 4.NBT.A.2, 4.NBT.A.3 Objective: We will learn to round and compare multi digit whole numbers. Resources: Teacher Edition Activity pp 25–28 • Student Activity Book pp 10 • Homework and Remembering pp 5–6</p>	<p>Number Sense Routine: Mystery Number</p> <p><u>Lesson 5 Compare and Round Greater Numbers</u></p> <p>Standards: 4.NBT.A.2, 4.NBT.A.3 Objectives: We will learn to compare and round multi digit whole numbers. Resources: Teacher Edition Activity 1- pp 37–39 Student Activity Book pp 13</p>	<p>Number Sense Routine: Focus on Fractions</p> <p>Continue <u>Lesson 5 Compare and Round Greater Numbers</u></p> <p>Standards: 4.NBT.A.2, 4.NBT.A.3 Objectives: We will learn to compare and round multi digit whole numbers. Resources: Teacher Edition pp Activity 2 40–44 Student Activity Book pp 14 Homework and Remembering pp 9–10</p>	<p>Number Sense Routine: Which One is Different and Why?</p> <p><u>Lesson 8 Estimation and Mental Math</u></p> <p>Standards: 4.OA.A.3, 4.NBT.A.3, 4.NBT.B.4 Objectives: Students will learn to add using estimation and mental math. Resources: • Resources - Digital and Print • Teacher Edition pp 61–68 • Student Activity Book pp 21–22 • Homework and Remembering pp 15–16</p>	<p>What manipulatives or models can you use to represent place value problems more efficiently?</p> <p>How do we use our place value knowledge in expanded notation?</p> <p>In a multi-digit number, the value of the digit to the right is how many times less?</p> <p>How can we use the value of a digit to compare multi-digit numbers?</p> <p>How can we use place value to round numbers?</p>
<p>Week 4 Sept 02 - 06 4 days</p>	<p align="center">Unit 1 Place Value and Multidigit Addition and Subtraction</p>					
	<p>No School</p>	<p>Number Sense Routine: Number Lines</p> <p><u>Lesson 6 Make New Groups for Addition</u></p> <p>Standards: 4.NBT.A.2, 4.NBT.A.3 Objective: We will learn to round and compare multi digit whole numbers. Resources: Activity 1 Teacher Edition pp 45–49 • Student Activity Book pp 17</p>	<p>Number Sense Routine: Quick Images</p> <p>Continue <u>Lesson 6 Make New Groups for Addition</u></p> <p>Standards: 4.NBT.A.2, 4.NBT.A.3 Objective: We will learn to round and compare multi digit whole numbers. Resources: Activity 2 With Centers Teacher Edition pg 50–52 Student Activity Book pp 18 • Homework and Remembering pp 11–12</p>	<p>Number Sense Routine: Notice and Wonder</p> <p><u>Lesson 7 Add Greater Number</u></p> <p>Standards: 4.NBT.A.2, 4.NBT.A.3 Objectives: We will learn to compare and round multi digit whole numbers. Resources: • Teacher Edition pp 55–57 • Student Activity Book pp 19</p>	<p>Number Sense Routine: Would You Rather?</p> <p>Continue <u>Lesson 7 Add Greater Number</u></p> <p>Standards: 4.NBT.A.2, 4.NBT.A.3 Objectives: We will learn to compare and round multi digit whole numbers. Resources: • Teacher Edition pp 57–60 • Student Activity Book pp 20 • Homework and Remembering pp 13–14</p>	<p>What manipulatives or models can you use to represent place value problems more efficiently?</p> <p>How do we use our place value knowledge in expanded notation?</p> <p>In a multi-digit number, the value of the digit to the right is how many times less?</p> <p>How can we use the value of a digit to compare multi-digit numbers?</p> <p>How can we use place value to round numbers?</p>

Week 5 Sept 09 - 13 5 days	Number Sense Routine: How Do You Know? Lesson 9 Subtract From Thousands Standards: 4.NBT.B.4 Objective: We will learn to subtract multi digit whole numbers Resources: Teacher Edition pp 169-75 • Student Activity Book pp 27-28 • Homework and Remembering pp 17-18	Number Sense Routine: Two Truths and a Lie Lesson 10 Add Greater Number Standards: Mathematical Content 4.NBT.B.4 Objectives: We will learn about the inverse relationship between addition and subtraction Resources: • Teacher Edition pp 77-82 • Student Activity Book pp 29-30 • Homework and Remembering pp 19-20	Number Sense Routine: Guess My Rule Lesson 11 Subtract Greater Numbers Standards: 4.NBT.A.3, 4.NBT.B.4, 4.OA.A.3, Objectives: We will learn to use methods for ungrouping to subtract two whole numbers. Resources Teacher Edition Activity 1 pg 83-84	Number Sense Routine: Today's Number Continue Lesson 11 Subtract Greater Numbers Standards: 4.NBT.A.3, 4.NBT.B.4, 4.OA.A.3, Objectives: We will learn to use methods for ungrouping to subtract two whole numbers. Resources Teacher Edition Activity 2 pg 85-90 Student Activity Book pp 31-32	Number Sense Routine: Tool Talk Lesson 12 Practice Addition and Subtraction Standards 4.OA.A.3, 4.NBT.B.4 Objectives: We will practice adding and subtracting multi digit numbers while solving two-step word problems. Resources Teacher Edition pp 91-93 ACTIVITY 1 Student Activity Book: 33	What manipulatives or models can you use to represent place value problems more efficiently? How do we use our place value knowledge in expanded notation? In a multi-digit number, the value of the digit to the right is how many times less? How can we use the value of a digit to compare multi-digit numbers? How can we use place value to round numbers?
Week 6 Sept 16 - 20 5 days	Unit 1 Place Value and Multidigit Addition and Subtraction					
	Number Sense Routine: Mystery Number Continue Lesson 12 Practice Addition and Subtraction Standards 4.NBT.B.4, 4.OA.A.3, Objectives: We will practice adding and subtracting multi digit numbers while solving two-step word problems. Resources: Teacher Edition pp 94-96 • Student Activity 34 • Homework and Remembering pp 23-24	Number Sense Routine: Focus on Fractions Lesson 13 Problem Solving With Greater Numbers Standards 4.NBT.B.4, 4.MD.A.2 Objective: We will learn to use their addition and subtraction skills to solve a variety of word problems. Resources: Teacher Edition pp 97-104 • Student Activity 36-38 • Homework and Remembering pp 25-26	Number Sense Routine: Which One is Different and Why? Lesson 14 Focus on Mathematical Practices Standards : 4.NBT.A.3, 4.NBT.B.4, 4.MD.A.2 Objective We will solve real world problems involving addition and subtraction Resources: Teacher Edition pp 105-107 • Student Activity 39-40	Number Sense Routine: Number Lines Continue Lesson 14 Focus on Mathematical Practices Standards : 4.NBT.A.3, 4.NBT.B.4, 4.MD.A.2 Objective We will solve real world problems involving addition and subtraction Resources: Teacher Edition pp 108-109 • Homework and Remembering pp 27-28	Number Sense Routine: Quick Images Review Standards from Unit 1 Optional Math Task: Bees are Buzzing	What manipulatives or models can you use to represent place value problems more efficiently? How do we use our place value knowledge in expanded notation? In a multi-digit number, the value of the digit to the right is how many times less? How can we use the value of a digit to compare multi-digit numbers? How can we use place value to round numbers?
Week 7	Unit 2 Multiplication with Whole Numbers					

<p>Sept 23 - 27 5 days</p> <p>CFA #1</p>	<p>Number Sense Routine: Notice and Wonder</p> <p>Unit 1 Assessment: Place Value and Multidigit Addition and Subtraction</p> <p>Standards: 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.4, 4.MD.A.2, 4.OA.A.3</p> <p>Objective: We will assess mastery from Unit 1 standards.</p> <p>Resources: Teacher Edition pp. 111-116 Student Activity pp 43-50</p>	<p>Number Sense Routine: Would You Rather Have?</p> <p>Unit 1 Assessment: Place Value and Multidigit Addition and Subtraction</p> <p>Standards: 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.4, 4.MD.A.2, 4.OA.A.3</p> <p>Objective: We will assess mastery from Unit 1 standards.</p> <p>Resources: Teacher Edition pp. 111-116 Student Activity pp 43-50</p>	<p>Number Sense Routine: How Do You Know?</p> <p>Lesson 1 Arrays and Area Models</p> <p>Standards 4.NBT.B.5</p> <p>Objective: We will learn how to use area models to multiply ones and tens.</p> <p>Resources: Teacher Edition pp 117–124 • Student Activity Book pp 53–54 • Homework and Remembering pp 29–30</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Lesson 2 Connect Place Value and Multiplication</p> <p>Standards: 4.NBT.A.1, 4.NBT.B.5</p> <p>Objective: We will learn to multiply with multiples of ten by using patterns, place value reasoning, and factoring.</p> <p>Resources • Teacher Edition pp 125–130 • Student Activity Book pp 55–56 • Homework and Remembering pp 31–32</p>	<p>Number Sense Routine: Guess My Rule</p> <p>Lesson 3 Mental Math and Multiplication</p> <p>Standards: 4.NBT.A.1, 4.NBT.B.5</p> <p>Objective: We will learn to multiply with multiples of ten by using patterns, place value reasoning, and factoring.</p> <p>Resources • Teacher Edition Activity 1-2 pp 131–133 • Student Activity Book pp 57–58</p>	<p>What manipulatives or models can you use to represent place value problems more efficiently?</p> <p>How do we use our place value knowledge in expanded notation?</p> <p>In a multi-digit number, the value of the digit to the right is how many times less?</p> <p>How can we use the value of a digit to compare multi-digit numbers?</p> <p>How can we use place value to round numbers?</p>
<p>Week 8 Sept 30 - Oct 04 3 days</p> <p>Parent Teacher Conferences October 3-4</p>	<p>Unit 2 Multiplication with Whole Numbers</p>					
	<p>Number Sense Routine: Today's Number</p> <p>Continue Lesson 3 Mental Math and Multiplication</p> <p>Standards: 4.NBT.A.1, 4.NBT.B.5</p> <p>Objective: We will learn to multiply with multiples of ten by using patterns, place value reasoning, and factoring.</p> <p>Resources TE Activity 2 134 • Homework and Remembering pp 33–34</p>	<p>Number Sense Routine: Tool Talk</p> <p>Lesson 4 Model One-Digit by Two-Digit Multiplication</p> <p>Standards: 4.NBT.A.2, 4.NBT.B.5, 4.MD.A.2</p> <p>Objective: We will learn how to represent one-digit by two-digit multiplication using an area model.</p> <p>Resources Teacher Edition pp 137–144 • Student Activity Book pp 61–62</p>	<p>Number Sense Routine: Mystery Number</p> <p>Continue Lesson 4 Model One-Digit by Two-Digit Multiplication</p> <p>Standards: 4.NBT.A.2, 4.NBT.B.5, 4.MD.A.2</p> <p>Objective: We will learn how to represent one-digit by two-digit multiplication using an area model.</p> <p>Resources Teacher Edition Activity 3 pp 137–144 • Student Activity Book pp 63–64 • Homework and Remembering pp 35–36</p>	<p>Parent/Teacher Conferences</p>	<p>Parent/Teacher Conferences</p>	<p>What manipulatives or models can you use to represent place value problems more efficiently?</p> <p>How do we use our place value knowledge in expanded notation?</p> <p>In a multi-digit number, the value of the digit to the right is how many times less?</p> <p>How can we use the value of a digit to compare multi-digit numbers?</p> <p>How can we use place value to round numbers?</p>
<p>Week 9 Oct 07 - 11</p>	<p>Unit 2 Multiplication with Whole Numbers</p>					
	<p>Number Sense Routine:</p>	<p>Number Sense Routine:</p>	<p>Number Sense Routine:</p>	<p>Number Sense Routine:</p>	<p>Number Sense Routine:</p>	<p>What manipulatives or</p>

<div>5 days</div> <div>End of 1st Nine Weeks</div>	<div><u>Number Lines</u> <u>Focus on Fractions</u></div> <div><u>Lesson 5 Estimate Products</u></div> <div>Standards: 4.NBT.A.3, 4.NBT.B.5 Objective: We will learn how to use rounding to estimate products and solve real world problems. • Teacher Edition pp 145–152 • Student Activity Book pp 65 • Homework and Remembering pp 37–38</div>	<div><u>Quick Images</u> <u>Which One is Different and Why?</u></div> <div>Continue <u>Lesson 5 Estimate Products</u></div> <div>Standards: 4.NBT.A.3, 4.NBT.B.5 Objective: We will learn how to use rounding to estimate products and solve real world problems. • Teacher Edition <i>Activity 2</i> pp 148–152 • Student Activity Book pp 66 • Homework and Remembering pp 37–38</div>	<div><u>Notice and Wonder</u></div> <div><u>Lesson 6 Use Place Value to Multiply</u></div> <div>Standards 4.NBT.B.5, 4.MD.A.2 Objective: We will learn two strategies for multiplying one-digit and two-digit numbers: the Place Value Sections Method and the Expanded Notation Method. Resources - Teacher Edition <i>Activity 1</i> pp 153–160 • Student Activity Book pp 67–68 • Homework and Remembering pp 39–40</div>	<div><u>Would You Rather</u></div> <div><u>Lesson 7 Algebraic Notation Method</u></div> <div>Standards: 4.NBT.B.5 Objective: We will learn how to use the Distributive Property to multiply one-digit by two-digit numbers. Resources • Teacher Edition pp 161–168 • Student Activity Book pp 69–70 • Homework and Remembering pp 41–42</div>	<div><u>How Do You Know?</u></div> <div><u>Lesson 8 Compare Methods of One-Digit by Two-Digit Multiplication</u></div> <div>Standards: 4.NBT.B.5 Objective: We will learn to use different methods of multiplication to multiply a one-digit number by a two-digit number. Resources • Teacher Edition pp 169–171 • Student Activity Book pp 71</div>	<div>models can you use to represent place value problems more efficiently?</div> <div>How do we use our place value knowledge in expanded notation?</div> <div>In a multi-digit number, the value of the digit to the right is how many times less?</div> <div>How can we use the value of a digit to compare multi-digit numbers?</div> <div>How can we use place value to round numbers?</div>
<div>Week 10</div> <div>Oct 14 - 18</div> <div>4 days</div>	<div>Unit 2</div> <div>Multiplication with Whole Numbers</div>					
No School	<div>Number Sense Routine: <u>Guess My Rule</u> <u>Two Truths and a Lie</u></div> <div>Continue <u>Lesson 8 Compare Methods of One-Digit by Two-Digit Multiplication</u></div> <div>Standards: 4.NBT.B.5 Objective: We will learn to use different methods of multiplication to multiply a one-digit number by a two-digit number. Resources • Teacher Edition <i>Activity 2</i> pp 172–174 • Student Activity Book pp 72 • Homework and Remembering pp 43–44</div>	<div>Number Sense Routine: <u>Today's Number</u></div> <div><u>Lesson 9 Discuss Different Methods</u></div> <div>Standards: 4.NBT.B.5 Objective: We will learn to compare and analyze methods of multiplication. Resources • Teacher Edition pp 175–180 • Student Activity Book pp 73–74 • Homework and Remembering pp 45–46</div>	<div>Number Sense Routine: <u>Tool Talk</u></div> <div><u>Lesson 10 One-Digit By Three-Digit Multiplication</u></div> <div>Standards: 4.NBT.A.2 Objective: We will apply methods they have learned to one-digit by three-digit multiplication. Resources Teacher Edition <i>Activity 1-2</i> pp 181–186 • Student Activity Book pp 75–76</div>	<div>Number Sense Routine: <u>Mystery Number</u></div> <div><u>Lesson 10 One-Digit By Three-Digit Multiplication</u></div> <div>Standards: 4.NBT.A.2 Objective: We will apply methods they have learned to one-digit by three-digit multiplication. Resources Teacher Edition <i>Activity 3</i> pp 187–190 • Student Activity Book pp 77-78 • Homework and Remembering pp 47–48</div>	<div>What manipulatives or models can you use to represent place value problems more efficiently?</div> <div>How do we use our place value knowledge in expanded notation?</div> <div>In a multi-digit number, the value of the digit to the right is how many times less?</div> <div>How can we use the value of a digit to compare multi-digit numbers?</div> <div>How can we use place value to round numbers?</div>	
	Unit 2					

Week 11 Oct 21 - 25 5 days	Multiplication with Whole Numbers					
Week 12 Oct 28 - Nov 1 5 days	Unit 2 Multiplication with Whole Numbers					
Week 13 Nov 04 - 08	Unit 2 Multiplication with Whole Numbers					
	Number Sense Routine: Focus on Fractions Lesson 11 Multi Step Word Problems Standards: 4.NBT.B.5 Objective: We will learn to solve real world problems. Resources: • Teacher Edition <i>Activity</i> 1-2 pp 191–95 • Student Activity Book pp 79–88	Number Sense Routine: Which One is Different and Why? Continue Lesson 11 Multi Step Word Problems Standards: 4.NBT.B.5 Objective: We will learn to solve real world problems. Resources: • Teacher Edition <i>Activity</i> 3 pp 195–200 • Student Activity Book pp 81–82 • Homework and Remembering pp 49–5	Number Sense Routine: Number Lines Lesson 12 Two-Digit by Two-Digit Multiplication Standards: 4.NBT.A.2, 4.NBT.B.5 Objective: We will learn to represent two-digit by two-digit multiplication using area models. Resources • Teacher Edition pp 201–206 • Student Activity Book pp 85–86 • Homework and Remembering pp 51–52	Number Sense Routine: Quick Images Lesson 13 Different Methods for Two-Digit Multiplication Standards: 4.NBT.B.5 Objective: We will learn how to use different methods for two-digit by two-digit multiplication. Resources • Teacher Edition pp 207–211 • Student Activity Book pp 87	Number Sense Routine: Notice and Wonder Continue Lesson 13 Different Methods for Two-Digit Multiplication Standards: 4.NBT.B.5 Objective: We will learn how to use different methods for two-digit by two-digit multiplication. Resources • Teacher Edition pp 211–216 • Student Activity Book pp 88 • Homework and Remembering pp 53–54	What manipulatives or models can you use to represent place value problems more efficiently? How do we use our place value knowledge in expanded notation? In a multi-digit number, the value of the digit to the right is how many times less? How can we use the value of a digit to compare multi-digit numbers? How can we use place value to round numbers?
	Number Sense Routine: Would You Rather Lesson 14 Check Products of Two-Digit Numbers Standards: 4.NBT.B.5 Objective: We will learn to use estimation to check their products of two-digit numbers. Resources • Teacher Edition pp 217–222 • Student Activity Book pp 89	Number Sense Routine: How Do You Know? Continue Lesson 14 Check Products of Two-Digit Numbers Standards: 4.NBT.B.5 Objective: We will learn to use estimation to check their products of two-digit numbers. Resources • Teacher Edition pp 222–224 • Student Activity Book pp 90 • Homework and Remembering pp 55–56	Number Sense Routine: Two Truths and Lie Lesson 15 Practice Multiplication Standards 4.NBT.B.5 4.OA.A.3 Objective: We will learn to multiply two-digit numbers with fewer steps to solve real world problems. Resources • Teacher Edition <i>Activity</i> 1 pp 225–230 • Student Activity Book pp 91	Number Sense Routine: Guess My Rule Continue Lesson 15 Practice Multiplication Standards 4.NBT.B.5 4.OA.A.3 Objective: We will learn to multiply two-digit numbers with fewer steps to solve real world problems. Resources • Teacher Edition <i>Activity</i> 2 pp 230–232 • Student Activity Book pp 92 • Homework and Remembering pp 57–58	Number Sense Routine: Today's Number Lesson 16 Multiply One-Digit and Four-Digit Numbers Standards 4.NBT.B.5 4.OA.A.3 Objective: We will learn to multiply two-digit numbers with fewer steps to solve real world problems. Resources • Teacher Edition <i>Activity</i> 1-2 pp 233–237 • Student Activity Book pp 95	What manipulatives or models can you use to represent place value problems more efficiently? How do we use our place value knowledge in expanded notation? In a multi-digit number, the value of the digit to the right is how many times less? How can we use the value of a digit to compare multi-digit numbers? How can we use place value to round numbers?

4 days	<p>Number Sense Routine: Tool Talk</p> <p><u>Lesson 16 Multiply One-Digit and Four-Digit Numbers</u></p> <p>Standards 4.NBT.B.5 4.OA.A.3 Objective: We will learn to multiply two-digit numbers with fewer steps to solve real world problems. Resources • Teacher Edition <i>Activity 3</i> pp 238–240 • Student Activity Book pp 96 • Homework and Remembering pp 59–60</p>	No School	<p>Number Sense Routine: Mystery Number</p> <p><u>Lesson 17 Use the Shortcut Method</u></p> <p>Standards 4.NBT.B.5 4.OA.A.3 Objective: We will learn to multiply two-digit numbers with fewer steps to solve real world problems. Resources Resources - Digital and Print • Teacher Edition pp 241–245 • Student Activity Book pp 97–98</p>	<p>Number Sense Routine: Focus on Fractions</p> <p><u>Continue Lesson 17 Use the Shortcut Method</u></p> <p>Standards 4.NBT.B.5 4.OA.A.3 Objective: We will learn to multiply two-digit numbers with fewer steps to solve real world problems. Resources Resources - Digital and Print • Teacher Edition pp 245–250 • Student Activity Book pp 99–100 • Homework and Remembering pp 61–62</p>	<p>Number Sense Routine: Which One is Different and Why?</p> <p><u>Lesson 18 Practice Multiplying</u></p> <p>Standards 4.NBT.B.5 4.OA.A.3 Objective: We will learn to multiply two-digit numbers with fewer steps to solve real world problems. Resources Resources - Digital and Print • Teacher Edition pp 251–256 • Student Activity Book pp 101–102 • Homework and Remembering pp 63–64</p>	<p>What manipulatives or models can you use to represent place value problems more efficiently?</p> <p>How do we use our place value knowledge in expanded notation?</p> <p>In a multi-digit number, the value of the digit to the right is how many times less?</p> <p>How can we use the value of a digit to compare multi-digit numbers?</p> <p>How can we use place value to round numbers?</p>
Week 14 Nov 11 - 15 4 days	Unit 2 Multiplication with Whole Numbers					
	No School	<p>Number Sense Routine: Notice and Wonder Quick Images</p> <p><u>Lesson 19 Focus on Mathematical Practices</u></p> <p>Standards 4.NBT.B.5 4.OA.A.3 Objective: We will learn to multiply two-digit numbers with fewer steps to solve real world problems. Resources • Teacher Edition pp 257–262 • Student Activity Book pp 103–104 • Homework and Remembering pp 65–66</p>	<p>Number Sense Routine: Would You Rather Have</p> <p><u>Review Unit 2 Standards</u></p> <p>Optional Math Task: Products Beyond 100</p>	<p>Number Sense Routine: How Do You Know?</p> <p><u>Unit 2 Assessment: Multiplication with Whole Numbers</u></p> <p>Standards: 4.OA.A.3, 4.NBT.A.1, 4.NBT.A.3, 4.NBT.A.5, 4.MD.A.2 Objective: We will assess to see if we have mastered Unit 2 standards. Resources: Teacher Edition pp 263-269 Student Activity Book pp 107-114</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p><u>Unit 2 Assessment: Multiplication with Whole Numbers</u></p> <p>Standards: 4.OA.A.3, 4.NBT.A.1, 4.NBT.A.3, 4.NBT.A.5, 4.MD.A.2 Objective: We will assess to see if we have mastered Unit 2 standards. Resources: Teacher Edition pp 263-269 Student Activity Book pp 107-114</p>	<p>What manipulatives or models can you use to represent place value problems more efficiently?</p> <p>How do we use our place value knowledge in expanded notation?</p> <p>In a multi-digit number, the value of the digit to the right is how many times less?</p> <p>How can we use the value of a digit to compare multi-digit numbers?</p> <p>How can we use place value to round numbers?</p>
Week 15 Nov 18 - 22	Unit 3 Division with Whole Numbers					

5 days	Number Sense Routine: Guess My Rule Math Task: Friends You Can Count On Standard 4.OA.A.3 *This task is broken into different levels of ability. You can have your whole class do one level, break each level into a center, or group students by ability level.	Number Sense Routine: Today's Number <u>Lesson 1 Divide with Remainders</u> Standards: 4.NBT.6 Objective: We will learn to divide with remainders and use multiplication patterns to divide with zeros. Resources • Teacher Edition pp 271–275 • Student Activity Book pp 117–119	Number Sense Routine: Tool Talk <u>Continue Lesson 1 Divide with Remainders</u> Standards: 4.NBT.6 Objective: We will learn to divide with remainders and use multiplication patterns to divide with zeros. Resources • Teacher Edition pp 275–278 • Student Activity Book pp 119–120 • Homework and Remembering pp 67–68	Number Sense Routine: Mystery Number <u>Lesson 2 Relate Three-Digit Multiplication to Division</u> Standards: 4.NBT.6 Objective: We will learn to use multiplication methods to divide. Resources • Teacher Edition pp 279–288 • Student Activity Book pp 121–124 • Homework and Remembering pp 69–70	Number Sense Routine: Focus on Fractions <u>Lesson 3 Discuss Two-Digit and Four-Digit Quotients</u> Standards: 4.NBT.B.6 Objective: We will learn to divide with two-digit and four-digit quotients. Resources • Teacher Edition pp 289–295 • Student Activity Book pp 125–126	What key words in the word problem help you decide which operation(s) to use? Compare and contrast the two different Strategies? Explain the process of building your model to a partner? Do you agree with your partner's model? Why or why not?
Thanksgiving Break Nov. 25-29						
Week 16 Dec 02 - 06 5 days	Unit 3 Division with Whole Numbers					
	Number Sense Routine: Which One is Different and Why? <u>Continue Lesson 3 Discuss Two-Digit and Four-Digit Quotients</u> Standards: 4.NBT.B.6 Objective: We will learn to divide with two-digit and four-digit quotients. Resources • Teacher Edition pp 295–298 • Student Activity Book pp 127–128 • Homework and Remembering pp 71–72	Number Sense Routine: Number Lines <u>Lesson 4 Digit-by-Digit Method</u> Standards: 4.NBT.6 Objective: We will learn to use the Digit-by-Digit Method to divide. Resources • Teacher Edition pp 299–306 • Student Activity Book pp 129–132 • Homework and Remembering pp 73–74	Number Sense Routine: Quick Images <u>Lesson 5 Relate Three Methods</u> Standards: 4.NBT.6 Objective: We will learn to divide with four-digit dividends. Resources • Teacher Edition pp 307–316 • Student Activity Book pp 133–134 • Homework and Remembering pp 75–76	Number Sense Routine: Notice and Wonder <u>Lesson 6 Divide by Any Method</u> Standards: 4.NBT.B.6 Objective: We will learn to solve division problems by using any method. Resources • Teacher Edition pp 317–319 • Student Activity Book pp 135 • Homework and Remembering pp 77–78	Number Sense Routine: Would You Rather Have <u>Continue Lesson 6 Divide by Any Method</u> Standards: 4.NBT.B.6 Objective: We will learn to solve division problems by using any method. Resources • Teacher Edition pp 319–322 • Student Activity Book pp 135 • Homework and Remembering pp 77–78	What key words in the word problem help you decide which operation(s) to use? Compare and contrast the two different Strategies? Explain the process of building your model to a partner? Do you agree with your partner's model? Why or why not?
Week 17 Dec 09 - 13	Unit 3 Division with Whole Numbers					

<p>5 days</p> <p>(Possible iMSSA testing)</p>	<p>Number Sense Routine: How Do You Know?</p> <p>Lesson 7 Just-Under Quotient Digits</p> <p>Standards 4.NBT.B.6 Objective: We will learn to determine the correct-size multiplier for the division quotient. Resources • Teacher Edition pp 323–328 • Student Activity Book pp 139–140 • Homework and Remembering pp 79–80</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Lesson 8 Estimate to Check Quotients</p> <p>Standards 4.NBT.A.3, 4.NBT.B.6 Objective: We will learn to use rounding and estimation to check quotients. Resources • Teacher Edition <i>Activity 1</i> pp 329–333 • Student Activity Book pp 141</p>	<p>Number Sense Routine: Guess My Rule</p> <p>Continue Lesson 8 Estimate to Check Quotients</p> <p>Standards 4.NBT.A.3, 4.NBT.B.6 Objective: We will learn to use rounding and estimation to check quotients. Resources • Teacher Edition <i>Activity 2</i> pp 333–336 • Student Activity Book pp 142 • Homework and Remembering pp 81–82</p>	<p>Number Sense Routine: Today's Number</p> <p>Lesson 9 Make Sense of Remainders</p> <p>Standards 4.OA.A.3, 4.NBT.B.6 Objective: We will learn different ways to interpret remainders in division. Resources • Teacher Edition <i>Activity 1</i> pp 337–340 • Student Activity Book pp 143–142</p>	<p>Number Sense Routine: Tool Talk</p> <p>Continue Lesson 9 Make Sense of Remainders</p> <p>Standards 4.OA.A.3, 4.NBT.B.6 Objective: We will learn different ways to interpret remainders in division. Resources • Teacher Edition <i>Activity 2</i> pp 340–342 • Student Activity Book pp 144 • Homework and Remembering pp 83–84</p>	<p>What key words in the word problem help you decide which operation(s) to use?</p> <p>Compare and contrast the two different Strategies?</p> <p>Explain the process of building your model to a partner?</p> <p>Do you agree with your partner's model? Why or why not?</p>
<p>Week 18 Dec 16 - 20 5 days</p> <p>(Possible iMSSA testing)</p> <p>End of 2nd 9 Weeks</p>	<p>Unit 3 Division with Whole Numbers</p>					
	<p>Number Sense Routine: Mystery Number</p> <p>Math Task: Tri-Triangles Standard: 4.OA.C.5</p>	<p>Number Sense Routine: Focus on Fractions</p> <p>Math Task: Measuring Mammals Standard 4.OA.A.2</p>	<p>Number Sense Routine: Which One is Different and Why?</p> <p>Math Task: Party Time Standard 4.NF.B.4c</p>	<p>Number Sense Routine: Number Lines</p> <p>Math Task: Piece it Together Standard 4.G.A.2, 4.MD.C.6</p>	<p>Number Sense Routine: Quick Images</p> <p>Math Task: Digging Dinosaurs Standard 4.MD.A.2</p>	<p>This week can be used to catch up on any previous lessons, division practice and review for previous standards. The Math Tasks can be used as a whole group lesson, small groups, or centers. The different levels in each task are differentiated for difficulty.</p>
<p>Week 19 Jan 06 - 10 4 days</p>	<p>Unit 3 Division with Whole Numbers</p>					
	<p>Teacher Work Day</p>	<p>Number Sense Routine: Notice and Wonder</p> <p>Lesson 10 Mixed Problem Solving</p> <p>Standards 4.OA.A.3, 4.NBT.B.6 Objective: We will learn to solve word problems with</p>	<p>Number Sense Routine: Would You Rather Have</p> <p>Continue Lesson 10 Mixed Problem Solving</p> <p>Standards 4.OA.A.3, 4.NBT.B.6 Objective: We will learn to solve word problems with</p>	<p>Number Sense Routine: How Do You Know?</p> <p>Unit 3 Lesson 11 Focus on Mathematical Practices</p> <p>Standards: 4.NBT.B.6 4.OA.A.3, Objective: We will solve</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Continue Unit 3 Lesson 11 Focus on Mathematical Practices</p> <p>Standards: 4.NBT.B.6 4.OA.A.3,</p>	<p>What key words in the word problem help you decide which operation(s) to use?</p> <p>Compare and contrast the two different Strategies?</p> <p>Explain the process of</p>

		mixed operations. Resources • Teacher Edition <i>Activity 1</i> pp 343–345 • Student Activity Book pp 145	mixed operations. Resources • Teacher Edition <i>Activity 2</i> pp 346–348 • Student Activity Book pp 146 • Homework and Remembering pp 85–86	real world problems involving division. Resources • Teacher Edition pp 349–353 • Student Activity Book pp 147–148 • Homework and Remembering pp 87–88	Objective: We will solve real world problems involving division. Resources • Teacher Edition pp 353–354 • Homework and Remembering pp 87–88	building your model to a partner? Do you agree with your partner's model? Why or why not?
Week 20 Jan 13 - 17 5 days	Unit 3 Division with Whole Numbers					
	Number Sense Routine: Guess My Rule Review Unit 3 standards for assessment Optional Math Task: Paper Flower Decorations Standards 4.OA.A.3, 4.OA.C.5 Objective: We will create and analyze patterns in real-world context and to solve multi-step problems.	Number Sense Routine: Today's Number Unit 3 Assessment: Division with Whole Numbers Standard 4.OA.A.3, 4.NBT.A.3, 4.NBT.B.6 Resources: Teacher Edition pp 355-360 Student Activity Book pp 151-158	Number Sense Routine: Tool Talk Unit 3 Assessment: Division with Whole Numbers Standard 4.OA.A.3, 4.NBT.A.3, 4.NBT.B.6 Resources: Teacher Edition pp 355-360 Student Activity Book pp 151-158	Number Sense Routine: Mystery Number Unit 6 Lesson 1 Understand Fractions Standards 4.NF.B.3, 4.NF.B.4.a Objective: We will express fractions as sums of unit fractions. Resources: Teacher Edition pp 523-529 • Student Activity 251–252	Number Sense Routine: Focus on Fractions Continue Unit 6 Lesson 1 Understand Fractions Standards 4.NF.B.3, 4.NF.B.4.a Objective: We will express fractions as sums of unit fractions. Resources: Teacher Edition pp 530-531 • Student Activity 253–254	Explain why these fractions are equivalent. How can you use a model to show that these fractions are equivalent? Why is it important to have a common denominator when comparing fractions? Explain the error in the problem and show how you would solve it.
Week 21 Jan 20 - 24 4 days	Unit 6 Fraction Concepts and Operations					
	No School	Number Sense Routine: Which One is Different and Why? Unit 6 Lesson 2 Fractions that Add to One Standards 4.NF.A.2, 4.NF.B.3 Objective: We will learn to find pairs of fractions that add to one Resources: Teacher Edition Activity 1-2 pp 533-537	Number Sense Routine: Number Lines Unit 6 Lesson 2 Fractions that Add to One Standards 4.NF.A.2, 4.NF.B.3 Objective: We will learn to find pairs of fractions that add to one Resources: Teacher Edition Activity 3 pp 538 • Student Activity 257-258	Number Sense Routine: Quick Images Unit 6 Lesson 3 Add and Subtract Fractions with Like Denominators Standards 4.NF.C.6, 4.MD.A.2 Objective: We will learn to add and subtract fractions with like denominators Resources: Teacher Edition pp 543-550 • Student Activity 259-262	Number Sense Routine: Notice and Wonder Continue Unit 6 Lesson 3 Add and Subtract Fractions with Like Denominators Standards 4.NF.C.6, 4.MD.A.2 Objective: We will learn to add and subtract fractions with like denominators Resources: Teacher Edition pp	Explain why these fractions are equivalent. How can you use a model to show that these fractions are equivalent? Why is it important to have a common denominator when comparing fractions? Explain the error in the problem and show how you would solve it.

		• Student Activity 255-256	• Homework and Remembering pp 131-132		543-550 • Student Activity 259-262	
Week 22 Jan 27 - 31 5 days	Unit 6 Fraction Concepts and Operations					
	Number Sense Routine: Would You Rather Unit 6 Lesson 4: Mixed Numbers and Fractions Greater Than 1 Standards: 4.NF.A.2, 4.NF.B.3 Objective: We will learn to convert between mixed numbers and fractions greater than 1. Resources: Teacher Edition pp 551-560 • Student Activity 266-266B	Number Sense Routine: How Do You Know? Unit 6 Lesson 5: Add and Subtract Mixed Number with Like Denominators Standards: 4.NF.A.2, 4.NF.B.3a Objective: We will learn to add and subtract mixed numbers with like denominators. Resources: Teacher Edition pp 561-568 • Student Activity 267-268	Number Sense Routine: Two Truths and a Lie Unit 6 Lesson 6: Practice with Fractions and Mixed Numbers Standards: 4.NF.A.2, 4.NF.B.3a Objective: We will learn to solve problems involving addition and subtraction of fractions and mixed numbers. Resources: Teacher Edition pp 569-576 • Student Activity 269-272	Number Sense Routine: What is the rule for this pattern? Unit 6 Lesson 7: Multiply a Fraction by a Whole Number Standards: 4.NF.B.4 Objective: We will learn to multiply a fraction by a whole number. Resources: Teacher Edition pp 577-584 • Student Activity 275-278	Number Sense Routine: Today's Number Unit 4 Lesson 8: Practice Multiplying a Fraction by a Whole Number Standards: 4.NF.B.4 Objective: We will learn to solve problems involving multiplying a fraction by a whole number Resources: Teacher Edition pp 585-5 • Student Activity 279-280	Explain why these fractions are equivalent. How can you use a model to show that these fractions are equivalent? Why is it important to have a common denominator when comparing fractions? Explain the error in the problem and show how you would solve it.
Week 23 Feb 03 - 07 5 days CFA #3	Unit 6 Fraction Concepts and Operations					
	Number Sense Routine: Tool Talk Unit 4 Lesson 9: Mixed Practice Standards: 4.NF.B.4c Objective: We will practice operations with fractions and mixed numbers. Resources: Teacher Edition pp 591-596 • Student Activity 281-282	Number Sense Routine: Mystery Number Review Unit 6 Standards for Assessment Optional Math Task: Problems about Fractional Measurement Data	Number Sense Routine: Focus on Fractions Unit 6 Assessment Standards: 4.NF.B.3, a, b, c, d, 4.NF.B.4, a, b, c, 4.MD.A.2, 4.MD.B.4 Objective: We will assess the standards from Unit 6. Resources: Teacher Edition pp. 603-608 Student Activity Book pp. 287-294	Number Sense Routine: Which One is Different and Why? Unit 6 Assessment Standards: 4.NF.B.3, a, b, c, d, 4.NF.B.4, a, b, c, 4.MD.A.2, 4.MD.B.4 Objective: We will assess the standards from Unit 6. Resources: Teacher Edition pp. 603-608 Student Activity Book pp. 287-294	Number Sense Routine: Number Lines Unit 7 Lesson 1: Compare Fractions Standards: 4.NF.A.2, Objective: We will learn to compare non-unit fractions. Resources: Teacher Edition pp 609-616 • Student Activity 297A-298	Explain why these fractions are equivalent. How can you use a model to show that these fractions are equivalent? Why is it important to have a common denominator when comparing fractions? Explain the error in the problem and show how you would solve it.
Week 24	Unit 7 Fractions and Decimals					

Feb 10 - 14 5 days	<p>Number Sense Routine: Quick Images</p> <p>Unit 7 Lesson 2: <u>Fractions on the Number Line</u></p> <p>Standards: 4.NF.A.2 Objective: We will learn to use the number-line model to compare fractions. Resources: Teacher Edition pp 617-626 • Student Activity 300-302</p>	<p>Number Sense Routine: Notice and Wonder</p> <p>Unit 7 Lesson 3: <u>Fractions of Different-Size Wholes</u></p> <p>Standards: 4.NF.A.2 Objective: We will learn that the size of a fraction depends on the size of the whole. Resources: Teacher Edition pp 627-632 • Student Activity 303-304</p>	<p>Number Sense Routine: Would You Rather Have</p> <p>Unit 7 Lesson 4: <u>Equivalent Fractions Using Multiplication</u></p> <p>Standards: 4.NF.A.2, 4.NF.B.3a Objective: We will learn to find the equivalent fractions using multiplication. Resources: Teacher Edition pp 633-640 • Student Activity pp 307-310</p>	<p>Number Sense Routine: How Do You Know?</p> <p>Unit 7 Lesson 5: <u>Equivalent Fractions Using Division</u></p> <p>Standards: 4.NF.A.1 Objective: We will learn to find equivalent fractions by using division. Resources: Teacher Edition pp 641-648 • Student Activity pp 311-314</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Unit 7 Lesson 6: <u>Compare Fractions with Unlike Denominators</u></p> <p>Standards: 4.NF.A.2, 4.NF.A.1 Objective: We will learn to compare fractions with unlike denominators. Resources: Teacher Edition pp 649-658 • Student Activity pp 315-318</p>	<p>Explain why these fractions are equivalent.</p> <p>How can you use a model to show that these fractions are equivalent?</p> <p>Why is it important to have a common denominator when comparing fractions?</p> <p>Explain the error in the problem and show how you would solve it.</p>
Week 25 Feb 17 - 21 4 days	Unit 7 Fractions and Decimals					
	No School	<p>Number Sense Routine: Today's Number Guess My Rule</p> <p>Unit 7 Lesson 7: <u>Fractions and Line Plots</u></p> <p>Standards: 4.MD.B.4 Objective: We will learn to make and use line plots to display fractional data.. Resources: Teacher Edition pp 659-664 • Student Activity pp 319-320</p>	<p>Number Sense Routine: Tool Talk</p> <p>Unit 7 Lesson 8: Relate Fractions and Decimals</p> <p>Standards: 4.NF.C.6 Objective: We will learn to model related fractions, decimals, and mixed numbers. Resources: Teacher Edition pp 665-674 • Student Activity pp 325-328</p>	<p>Number Sense Routine: Mystery Number</p> <p>Unit 7 Lesson 9: Explore Decimal Numbers</p> <p>Standards: 4.NF.C.6 Objective: We will learn to recognize equivalent tenths and hundredths and model decimal numbers in tenths and in hundredths. Resources: Teacher Edition pp 675-684 • Student Activity pp 329-330B</p>	<p>Number Sense Routine: Focus on Fractions</p> <p>Unit 7 Lesson 9: Explore Decimal Numbers</p> <p>Standards: 4.NF.C.6 Objective: We will learn to recognize equivalent tenths and hundredths and model decimal numbers in tenths and in hundredths. Resources: Teacher Edition pp 675-684 • Student Activity pp 329-330B</p>	<p>Explain why these fractions are equivalent.</p> <p>What happens to the numerator when the denominator changes from a 10 to a 100?</p> <p>Explain how a fraction with a denominator of 10 can be equal to a fraction with a denominator of 100. (with models and manipulatives)</p> <p>How can your knowledge of money help you understand fractions with denominators of 10 and 100?</p>
Week 26 Feb 24 - 28	Unit 7 Fractions and Decimals					
	Number Sense Routine:	Number Sense Routine:	Number Sense Routine:	Number Sense Routine:	Number Sense Routine:	Explain why these fractions

5 days	<p>Which One is Different and Why?</p> <p>Unit 7 Lesson 10 Compare Decimals to Hundredths</p> <p>Standards 4.NF.C.6, 4.NF.C.7 Objective: We will learn to write and compare decimals in tenths and in hundredths. Resources: Teacher Edition pp 685-694 • Student Activity 331–332 • Homework 167</p>	<p>Number Lines</p> <p>Unit 7: Lesson 11 Decimals Greater Than 1</p> <p>Standards 4.NF.C.6, 4.MD.A.2 Objective: We will learn to read, write, and model decimals greater than 1. Resources: Teacher Edition pp 695-333–334B • Student Activity 333–334B</p>	<p>Quick Images</p> <p>Unit 7 Lesson 12 Compare Decimals Greater Than 1</p> <p>Standards 4.NF.C.6, 4.NF.C.7 Objective: We will learn to compare decimal numbers. Resources: Teacher Edition pp 705-7 • Student Activity 335–336 • Homework 171-72</p>	<p>Notice and Wonder</p> <p>Review Standards from Unit 7</p> <p>Optional Math Task: Compare and Order Decimals and Fractions</p>	<p>Would You Rather</p> <p>Assessing the Unit: Unit 7 Fractions and Decimals</p> <p>Standards: 4.NF.A.1, 4.NF.A.2, 4.NF.C.5, 4.NF.C.7, 4.MD.A.2, 4.MD.B.4 Objective: We will assess our mastery of Unit 7 standards. Resources: Teacher Edition pp 717-724 Student Activity Book pp 341-348</p>	<p>are equivalent.</p> <p>What happens to the numerator when the denominator changes from a 10 to a 100?</p> <p>Explain how a fraction with a denominator of 10 can be equal to a fraction with a denominator of 100. (with models and manipulatives)</p> <p>How can your knowledge of money help you understand fractions with denominators of 10 and 100?</p>
<p>Week 27 Mar 3 - 7 5 days</p> <p>End of 3rd 9 Weeks</p>	<p>Unit 4 Equations and Word Problems</p>					
	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Assessing the Unit: Unit 7 Fractions and Decimals</p> <p>Standards: 4.NF.A.1, 4.NF.A.2, 4.NF.C.5, 4.NF.C.7, 4.MD.A.2, 4.MD.B.4 Objective: We will assess our mastery of Unit 7 standards. Resources: Teacher Edition pp 717-724 Student Activity Book pp 341-348</p>	<p>Number Sense Routine: Guess My Rule</p> <p>Unit 4 Lesson 10 Factors and Prime Numbers</p> <p>Standards: 4.OA.B.4, 4.OA.C.5, NF.A.2 Objective: We will learn to identify factors, multiples, and prime and composite numbers. Resources • Teacher Edition pp 429–433 • Student Activity Book pp 191–193</p>	<p>Number Sense Routine: Today's Number</p> <p>Continue Unit 4 Lesson 10 Factors and Prime Numbers</p> <p>Standards: 4.OA.B.4, 4.OA.C.5 Objective: We will learn to identify factors, multiples, and prime and composite numbers. Resources • Teacher Edition pp 433–436 • Student Activity Book pp 193–194 • Homework and Remembering pp 107–108</p>	<p>Number Sense Routine: Tool Talk</p> <p>Unit 4 Lesson 11 Analyze Patterns</p> <p>Standards: 4.OA.C.5 Objective: We will learn to analyze and extend number or shape patterns. Resources • Teacher Edition pp 437–444 • Student Activity Book pp 195–196 • Homework and Remembering pp 109–110</p>	<p>Number Sense Routine: Mystery Number</p> <p>Unit 4 Lesson 12 Focus on Mathematical Practices</p> <p>Standards: 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.6 Objective: We will write equations and solve real world problems. Resources • Teacher Edition <i>Activity 1</i> pp 445–447 • Student Activity Book pp 197–198</p>	<p>What key words in the word problem help you decide which operation(s) to use?</p> <p>Compare and contrast the two different Strategies?</p> <p>Explain the process of building your model to a partner?</p> <p>Do you agree with your partner's model? Why or why not?</p>
<p>Week 28 Mar 10 - 14 5 days</p>	<p>Unit 5 Measurement</p>					
	<p>Number Sense Routine: Focus on Fractions</p> <p>Continue Unit 4 Lesson</p>	<p>Number Sense Routine: Which One is Different and Why?</p>	<p>Number Sense Routine: Number Lines</p> <p>Unit 5 Continue Lesson 1</p>	<p>Number Sense Routine: Quick Images</p> <p>Unit 5 Lesson 2 Metric</p>	<p>Number Sense Routine: Notice and Wonder</p> <p>Unit 5 Continue Lesson 2</p>	

	<p><u>12 Focus on Mathematical Practices</u></p> <p>Standards: 4.NBT.B.4, 4.NBT.B.5,4.NBT.B.6</p> <p>Objective: We will write equations and solve real world problems.</p> <p>Resources</p> <ul style="list-style-type: none"> • Teacher Edition <i>Activity</i> 1-2 pp 447–450 • Homework and Remembering pp 111–112 	<p><u>Unit 5 Lesson 1 Measure Length</u></p> <p>Standards: 4.MD.A.1, 4.MD.A.2</p> <p>Objective: We will explore the system of metric units of length.</p> <p>Resources</p> <ul style="list-style-type: none"> • Teacher Edition pp 459–463 • Student Activity Book pp 211–213 	<p><u>Measure Length</u></p> <p>Standards: 4.MD.A.1, 4.MD.A.2</p> <p>Objective: We will explore the system of metric units of length.</p> <p>Resources</p> <ul style="list-style-type: none"> • Teacher Edition pp 463–466 • Student Activity Book pp 213–214, S1 • Homework and Remembering pp 113–114 	<p><u>Measure of Liquid Volume and Mass</u></p> <p>Standards: 4.MD.A.1, 4.MD.A.2</p> <p>Objective: We will learn to recognize and convert metric units of liquid volume and mass.</p> <p>Resources</p> <ul style="list-style-type: none"> • Teacher Edition pp 467–472 • Student Activity Book pp 215–217, S2 	<p><u>Metric Measure of Liquid Volume and Mass</u></p> <p>Standards: 4.MD.A.1, 4.MD.A.2</p> <p>Objective: We will learn to recognize and convert metric units of liquid volume and mass.</p> <p>Resources</p> <ul style="list-style-type: none"> • Teacher Edition pp 472–474 • Student Activity Book pp 218, S2 • Homework and Remembering pp 115–116 	
<p>Week 29 Mar 17 - 21 5 days</p>	<p>Unit 5 Measurement</p>					
	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Unit 5 <u>Lesson 3 Units of Time</u></p> <p>Standards: 4.MD.A.1, 4.MD.A.2, 4.MD.B.4</p> <p>Objective: We will learn to solve problems involving different units of time.</p> <p>Resources</p> <ul style="list-style-type: none"> • Teacher Edition pp 475–482 • Student Activity Book pp 219–222 • Homework and Remembering pp 117–118 	<p>Number Sense Routine: Guess My Rule</p> <p>Unit 5 <u>Lesson 4 Customary Measures of Length</u></p> <p>Standards: 4.MD.A.1, 4.MD.A.2</p> <p>Objective: We will convert among customary units of length and measure segments to the nearest $\frac{1}{4}$ inch.</p> <p>Resources</p> <ul style="list-style-type: none"> • Teacher Edition pp 483–488 • Student Activity Book pp 223–224, S4 • Homework and Remembering pp 119–120 	<p>Number Sense Routine: Tool Talk</p> <p>Unit 5 <u>Lesson 5 Customary Measures of Weight and Liquid Volume</u></p> <p>Standards: 4.MD.A.1, 4.MD.A.2</p> <p>Objective: We will learn to convert c customary units of weight and liquid volume.</p> <p>Resources</p> <ul style="list-style-type: none"> • Teacher Edition <i>Activity</i> 1-2 pp 489–493 • Student Activity Book pp 225–227, S3, S4 • Homework and Remembering pp 121–12 	<p>Number Sense Routine: Mystery Number</p> <p>Unit 5 Continue <u>Lesson 5 Customary Measures of Weight and Liquid Volume</u></p> <p>Standards: 4.MD.A.1, 4.MD.A.2</p> <p>Objective: We will learn to convert c customary units of weight and liquid volume.</p> <p>Resources</p> <ul style="list-style-type: none"> • Teacher Edition <i>Activity</i> 3 pp 493–496 • Student Activity Book pp 228, S3, S4 • Homework and Remembering pp 121–12 	<p>Number Sense Routine: Focus on Fractions</p> <p>Math Tasks: Who is the Tallest? 4.MD.A.1</p> <p>Margie Buys Apples 4.MD.A.2</p> <p>Button Diameters 4.MD.B.4</p> <p>Choose the task/s that are review for your class. You can do all of them or use them in centers.</p>	
	<p>Spring Break March 24-28</p>					

<div>Week 30</div> <div>Mar 31 - Apr 4</div> <div>5 days</div>	<div>Unit 4</div> <div>Equations and Word Problems</div>					
	<div>Number Sense Routine:</div> <div>Which One is Different and Why?</div> <div>Unit 4 Lesson 1</div> <div>Properties and Algebraic Notation</div> <div>Standards: 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.6</div> <div>Objective: We will learn to use properties and the Order of Operations to simplify expressions and solve equations.</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition pp 361–368Student Activity Book pp 161–162Homework and Remembering pp 89–90</div>	<div>Number Sense Routine:</div> <div>Number Lines</div> <div>Unit 4 Lesson 2 Situation and Solution</div> <div>Equations for Addition and Subtraction</div> <div>Standards: 4.NBT.B.4</div> <div>Objective: We will learn to write addition and subtraction equations to solve problems.</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition Activity 1-2 pp 369–373Student Activity Book pp 163–164</div>	<div>Number Sense Routine:</div> <div>Quick Images</div> <div>Unit 4 Continue Lesson 2</div> <div>Situation and Solution</div> <div>Equations for Addition and Subtraction</div> <div>Standards: 4.NBT.B.4</div> <div>Objective: We will learn to write addition and subtraction equations to solve problems.</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition Activity 3 pp 373–378Student Activity Book pp 165–166Homework and Remembering pp 91–92</div>	<div>Number Sense Routine:</div> <div>Notice and Wonder</div> <div>Unit 4 Lesson 3 Situation and Solution</div> <div>Equations for Multiplication and Division</div> <div>Standards: 4.NBT.B.5, 4.NBT.B.6</div> <div>Objective: We will learn to write multiplication and division equations to solve problems</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition pp 379–384Student Activity Book pp 167–168Homework and Remembering pp 93–9</div>	<div>Number Sense Routine:</div> <div>Two Truths and a Lie</div> <div>Unit 4 Lesson 4</div> <div>Multiplication Comparisons</div> <div>Standards: 4.OA.A.1, 4.OA.A.2</div> <div>Objective: We will learn to write multiplication and division equations to solve comparison problems.</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition pp 385–390Student Activity Book pp 171–172Homework and Remembering pp 95–96</div>	
<div>Week 31</div> <div>Apr 7 - 11</div> <div>5 days</div>	<div>Unit 4</div> <div>Equations and Word Problems</div>					
	<div>Number Sense Routine:</div> <div>Guess My Rule</div> <div>Unit 4 Lesson 5 Discuss</div> <div>Comparison Problems</div> <div>Standards: 4.OA.A.1, 4.OA.A.2</div> <div>Objective: We will learn to compare and solve addition and multiplication comparison problems.</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition pp 391–396Student Activity Book pp 173–174Homework and Remembering pp 97–98</div>	<div>Number Sense Routine:</div> <div>Tool Talk</div> <div>Unit 4 Continue Lesson 5</div> <div>Discuss Comparison Problems</div> <div>Standards: 4.OA.A.1, 4.OA.A.2</div> <div>Objective: We will learn to compare and solve addition and multiplication comparison problems.</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition pp 396–400Student Activity Book pp 175–176Homework and Remembering pp 97–98</div>	<div>Number Sense Routine:</div> <div>Mystery Number</div> <div>Unit 4 Lesson 6 Graphs and</div> <div>Comparison Problems</div> <div>Standards: 4.OA.A.1, 4.OA.A.2</div> <div>Objective: We will answer comparison questions about a pictograph and a bar graph.</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition pp 401–406Student Activity Book pp 177–178Homework and Remembering pp 99–100</div>	<div>Number Sense Routine:</div> <div>Focus on Fractions</div> <div>Unit 4 Lesson 7 Solve</div> <div>Two-Step Problems</div> <div>Standards: 4.OA.A.3, 4.MD.A.2</div> <div>Objective: We will learn to use equations to solve two-step word problems involving all four operations.</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition pp 407–412Student Activity Book pp 181–182Homework and Remembering pp 101–102</div>	<div>Number Sense Routine:</div> <div>Which One is Different and Why?</div> <div>Unit 4 Lesson 8 Solve</div> <div>Multistep Problems</div> <div>Standards: 4.OA.A.3, 4.MD.A.2</div> <div>Objective: We will learn to use equations to solve multistep word problems involving all four operations.</div> <div>Resources</div> <div><ul style="list-style-type: none">Teacher Edition pp 413–420Student Activity Book pp 183–186Homework and Remembering pp 103–104</div>	<div>What key words in the word problem help you decide which operation(s) to use?</div> <div>Compare and contrast the two different Strategies?</div> <div>Explain the process of building your model to a partner?</div> <div>Do you agree with your partner's model? Why or why not?</div>

Week 32 Apr 14 - 18 4 days	Unit 4 Equations and Word Problems					
	Number Sense Routine: Number Lines Unit 4 Lesson 9 Practice with Multistep Problems Standards: 4.OA.A.3 Objective: We will learn to use addition, subtraction, multiplication, and division to solve problems that involve more than one step. Resources • Teacher Edition pp 421–425 • Student Activity Book pp 187	Number Sense Routine: Quick Images Unit 4 Continue Lesson 9 Practice with Multistep Problems Standards: 4.OA.A.3 Objective: We will learn to use addition, subtraction, multiplication, and division to solve problems that involve more than one step. Resources • Teacher Edition pp 425–428 • Student Activity Book pp 188 • Homework and Remembering pp 105–106	Number Sense Routine: Notice and Wonder Review Standards from Unit 4 Optional Math Task: Create Word Problems	Number Sense Routine: Two Truths and a Lie Unit 4 Assessment: Equations and Word Problems Standards: 4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.OA.B.4, 4.OA.C.5, 4.NBT.B.4, 4.NBT.B.5, 4.NBT.B.7, 4.MD.A.2 Objective: We will assess our mastery of Unit 4 standards. Resources: Teacher Edition pp 451–458 Student Activity Book pp 201–208	No School	What key words in the word problem help you decide which operation(s) to use? Compare and contrast the two different Strategies? Explain the process of building your model to a partner? Do you agree with your partner's model? Why or why not?
Week 33 Apr 21 - 25 5 days	Number Sense Routine: Tool Talk Unit 5 Lesson 6 Perimeter and Area of Rectangles Standards: 4.MD.A.3 Objective: We will learn to find the perimeter and area of rectangles. Resources • Teacher Edition pp 497–504 • Student Activity Book pp 231–234 • Homework and Remembering pp 123–124	Number Sense Routine: Mystery Number Unit 5 Lesson 7 Solve Measurement Problems Standards: 4.MD.A.1, 4.MD.A.2, 4.MD.A.3 Objective: We will learn to solve real world measurement word problems involving all four operations. Resources • Teacher Edition pp 505–507 • Student Activity Book pp 235–236 *Stop at 10*	Number Sense Routine: Focus on Fractions Unit 5 Continue Lesson 7 Solve Measurement Problems Standards: 4.MD.A.1, 4.MD.A.2, 4.MD.A.3 Objective: We will learn to solve real world measurement word problems involving all four operations. Resources • Teacher Edition pp 507–510 • Homework and Remembering pp 125–126	Number Sense Routine: Which One is Different and Why? Unit 5 Lesson 8 Focus on Mathematical Practices Standards: 4.MD.A.1, 4.MD.A.2, 4.MD.A.3 Objective: We will solve real world problems involving measurement. Resources • Teacher Edition pp 511–513 • Student Activity Book pp 237–238	Number Sense Routine: Number Lines Unit 5 Continue Lesson 8 Focus on Mathematical Practices Standards: 4.MD.A.1, 4.MD.A.2, 4.MD.A.3 Objective: We will solve real world problems involving measurement. Resources • Teacher Edition pp 514 • Homework and Remembering pp 127–128	

<p>Week 34 Apr 28- May 2 5 days</p> <p>(Possible iMSSA testing)</p>	<p>Number Sense Routine: Quick Images</p> <p>Review Unit 5 Standards</p> <p>Optional Math Task: More Perimeter Problems</p>	<p>Number Sense Routine: Notice and Wonder</p> <p>Unit 5 Assessment: Measurement</p> <p>Standards: 4.MD.A.1, 4.MD.A.2, 4.MD.A.3, 4.MD.B.4</p> <p>Objective: We will assess our mastery of Unit 5 standards.</p> <p>Resources: Teacher Edition pp 517-522 Student Activity Book pp 241-248</p>	<p>Number Sense Routine: Two Truths and a Lie</p> <p>Unit 8: Lesson 1 Points, Rays and Angles Standards:4.G.A.14.MD.C.5,</p> <p>Objective: We will learn to draw and describe points, rays, angles, and other simple geometric figures.</p> <p>Resources Resources • Teacher Edition pp 725–730 • Student Activity Book pp 351–354</p>	<p>Number Sense Routine: Guess My Rule</p> <p>Continue Unit 8: Lesson 1 Points, Rays and Angles Standards:4.G.A.14.MD.C.5,</p> <p>Objective: We will learn to draw and describe points, rays, angles, and other simple geometric figures.</p> <p>Resources Resources • Teacher Edition pp 730–732 • Student Activity Book pp 354A–354B • Homework and Remembering pp 175–176</p>	<p>Number Sense Routine: Tool Talk</p> <p>Unit 8: Lesson 2 Measure Angles Standards: 4.G.A.1, 4.MD.C.5</p> <p>Objective: We will learn to draw and measure angles.</p> <p>Resources Teacher Edition pp 733–740 • Student Activity Book pp 355–358 • Homework and Remembering pp 177–178</p>	
<p>Week 35 May 05 - 09 5 days</p> <p>(Possible iMSSA testing)</p>	<p>Number Sense Routine: Mystery Number</p> <p>Unit 8: Lesson 3 Circles and Angles Standards: 4.G.A.1 4.MD.C.5</p> <p>Objective: We will learn to identify, measure, and draw angles in a circle.</p> <p>Resources • Teacher Edition pp 741–746 • Student Activity Book pp 359–360 • Homework and Remembering pp 179–180</p>	<p>Number Sense Routine: Focus on Fractions</p> <p>Unit 8: Lesson 4 Name Triangles Standards :4.G.A.1, 4.G.A.2</p> <p>Objective: We will learn to draw and classify triangles by their angles and sides</p> <p>Resources • Teacher Edition pp 747–750 • Student Activity Book pp 363–364</p>	<p>Number Sense Routine: Which One is Different and Why?</p> <p>Unit 8: Lesson 4 Name Triangles Standards :4.G.A.1, 4.G.A.2</p> <p>Objective: We will learn to draw and classify triangles by their angles and sides</p> <p>Resources • Teacher Edition pp 750–751 • Student Activity Book pp 365–368</p>	<p>Number Sense Routine: Number Lines</p> <p>Unit 8: Lesson 5 Compose and Decompose Angles</p> <p>Standards: 4.MD.C.7, 4.G.A.1</p> <p>Objective: We will learn to find unknown angle measures.</p> <p>Resources • Teacher Edition pp 757–764 • Student Activity Book pp 369–372 • Homework and Remembering pp 183–184</p>	<p>Number Sense Routine: Quick Images</p> <p>Unit 8: Lesson 6 Real World Problems Standards: 4.MD.C.</p> <p>Objective: We will</p> <p>Resources • Teacher Edition pp 765–768 • Student Activity Book pp 373</p>	<p>Suggestions:</p> <p>Volume Zoo - have students bring boxes, cover them with butcher paper from the workroom; students will make zoo animals out of them, however, they must figure out and label the volume of their animal</p> <p>Scavenger Hunt - TPT has the cards already made - free! make some cards with scenarios from throughout the year. Go to a park or a field and set them out. Make a card with all the vocab throughout the year and have students find the scenarios that coincide with the definition.</p> <p>Chex Mix Recipe - TPT measurement, fractions</p>

						Build a house to scale in a shoebox TPT - taco truck
Week 36 May 12 - 16 5 days (Possible iMSSA testing) End of 4th Nine Weeks	Number Sense Routine: Notice and Wonder Unit 8: Lesson 6 Real World Problems Standards: 4.MD.C. Objective: We will Resources • Teacher Edition pp 768–770 • Student Activity Book pp 374 • Homework and Remembering pp 185–186	Number Sense Routine: Two Truths and a Lie Unit 8: Lesson 7 Parallel and Perpendicular Lines and Line Segments Standards: 4.G.A.1 Objective: We will learn to identify and draw parallel and perpendicular figures. Resources • Teacher Edition pp 771–778 • Student Activity Book pp 379–382	Number Sense Routine: Guess My Rule Unit 8: Lesson 8 Classify Quadrilaterals Standards: 4.G.A.1, 4.G.A.2 Objective: We will learn to name and classify quadrilaterals based on sides and angles. Resources • Teacher Edition pp 779–786 • Student Activity Book pp 383–386B • Homework and Remembering pp 189–190	Number Sense Routine: Tool Talk Unit 8: Lesson 9 Decompose Quadrilaterals and Triangles Standards: 4.G.A.1, 4.G.A.2 Objective: We will learn to decompose quadrilaterals and triangles into other figures. Resources Teacher Edition pp 787–791 • Student Activity Book pp 387–390	Number Sense Routine: Mystery Number Continue Unit 8: Lesson 9 Decompose Quadrilaterals and Triangles Standards: 4.G.A.1, 4.G.A.2 Objective: We will learn to decompose quadrilaterals and triangles into other figures. Resources Teacher Edition pp 791–794 • Student Activity Book pp 391–392 • Homework and Remembering pp 191–19	Suggestions: Volume Zoo - have students bring boxes, cover them with butcher paper from the workroom; students will make zoo animals out of them, however, they must figure out and label the volume of their animal Scavenger Hunt - TPT has the cards already made - free! make some cards with scenarios from throughout the year. Go to a park or a field and set them out. Make a card with all the vocab throughout the year and have students find the scenarios that coincide with the definition. Chex Mix Recipe - TPT measurement, fractions Build a house to scale in a shoebox TPT - taco truck
Week 37 May 19 - 23	Review					