Fourth Grade Math Framework – 1st Nine Weeks 2017-2018

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| **Quarter – 1st****Week - 1 Dates – 8/7/2017****Learning Targets****Unit – 1 Whole Numbers*** I can explain relative size of place value.
* I can read and write multi-digit whole numbers.
* I can compare whole numbers.
* I can round whole numbers.
 | **AKS****Generalize place value understanding for multi-digit whole numbers. Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.** * **7.NBT.2** read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons
* **6.NBT.1** explain that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right (e.g., recognize that 700 ÷ 70 = 10 by applying concepts of place value and division)
* **8.NBT.3** use place value understanding to round whole numbers to any place using tools such as a number line and/or charts
 | **Vocabulary**Place valueMulti-digitRoundEstimateStandard formSumDifferenceDigit  | **Textbook Resources**[4-1 Understand Place Value in Multi-digit Whole Numbers](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6777/cad43441966d2324b3e1148fc897eec6)[4-2 Understand Place Value in Multi-digit Whole Numbers](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6778/cad43441966d2324b3e1148fc897eec6)[4-3 Round Multi-Digit Whole Numbers](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6779/cad43441966d2324b3e1148fc897eec6)**McGraw-Hill/ My Math****Chapter 1**Lesson 1**Chapter4**Lesson 1**Chapter 6**Lesson 1 |
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| **Teacher Resources:****Technology Resources****Instructional Support:**[**Understanding Place Value Concepts**](http://www.youtube.com/watch?v=1oxAeboVP68)[**Math Song: Place Value to Millions**](http://www.youtube.com/watch?v=qJJugG1bTf4)[**Learnzillion: Expanded Form Using Models**](http://www.youtube.com/watch?v=OLZAPvpQQks)[**Learnzillion: Read, Write, Compare Numbers**](http://www.youtube.com/watch?v=XtmtMAopgf0)**Student Practice:** [**Study Jams: Place Value**](http://studyjams.scholastic.com/studyjams/jams/math/numbers/place-value.htm)[**P.V. Tutorial**](http://www.sheppardsoftware.com/mathgames/placevalue/value.htm)[**Place Value Practice**](http://www.ixl.com/math/grade-4/place-values)[**Gamequarium - Place Value**](http://www.gamequarium.com/placevalue.html)[**Fruit Shoot Modeling**](http://www.sheppardsoftware.com/mathgames/placevalue/fruit_shoot_place_value.htm)[**Compare Numbers to Billions**](http://www.ixl.com/math/grade-4/compare-numbers-up-to-billions)[**Study Jams: Compare/Order Whole #'s**](http://studyjams.scholastic.com/studyjams/jams/math/numbers/order-whole-numbers.htm)[**Compare Numbers Game**](http://www.sheppardsoftware.com/mathgames/placevalue/FSCompareNumbers.htm)[**Study Jams: Expanded Notation**](http://studyjams.scholastic.com/studyjams/jams/math/numbers/expanded-notation.htm)[**Word Form**](http://www.ixl.com/math/grade-4/word-names-for-numbers)[**Convert between Place Values**](http://www.ixl.com/math/grade-4/convert-between-place-values) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – Unit Common Assessment # \_\_\_\_District Assessment - Pretest | **Calendar/****Number Talks**Establish proceduresIntroduce Patterns, Daily depositor, preview geometry | **Manipulatives**Base Ten BlocksNumber linesHundred charts |
| **Anchor Charts**Place Value | **Homework**Week 1 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 1st****Week - 2 Dates – 8/14/2017****Learning Targets****Unit – Unit – 1 Whole Numbers*** I can explain relative size of place value.
* I can read and write multi-digit whole numbers.
* I can compare whole numbers.
* I can round whole numbers.
 | **AKS****Generalize place value understanding for multi-digit whole numbers. Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.** * **7.NBT.2** read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons
* **6.NBT.1** explain that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right (e.g., recognize that 700 ÷ 70 = 10 by applying concepts of place value and division)
* **8.NBT.3** use place value understanding to round whole numbers to any place using tools such as a number line and/or charts
 | **Vocabulary**Place valueMulti-digitRoundEstimateStandard formSumDifferenceDigit  | **Textbook Resources****Georgia Frameworks** [Unit 1](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-1.pdf)**McGraw-Hill/ My Math****Chapter 1**Lesson 1**Chapter4**Lesson 1**Chapter 6**Lesson 1**McGraw-Hill/ My Math****Chapter 1**Lesson 2Lesson 3Lesson 4Lesson 6 |
| **Teacher Resources:****Technology Resources****Instructional Support:**[**Understanding Place Value Concepts**](http://www.youtube.com/watch?v=1oxAeboVP68)[**Math Song: Place Value to Millions**](http://www.youtube.com/watch?v=qJJugG1bTf4)[**Learnzillion: Expanded Form Using Models**](http://www.youtube.com/watch?v=OLZAPvpQQks)[**Learnzillion: Read, Write, Compare Numbers**](http://www.youtube.com/watch?v=XtmtMAopgf0)**Student Practice:** [**Study Jams: Place Value**](http://studyjams.scholastic.com/studyjams/jams/math/numbers/place-value.htm)[**P.V. Tutorial**](http://www.sheppardsoftware.com/mathgames/placevalue/value.htm)[**Place Value Practice**](http://www.ixl.com/math/grade-4/place-values)[**Gamequarium - Place Value**](http://www.gamequarium.com/placevalue.html)[**Fruit Shoot Modeling**](http://www.sheppardsoftware.com/mathgames/placevalue/fruit_shoot_place_value.htm)[**Compare Numbers to Billions**](http://www.ixl.com/math/grade-4/compare-numbers-up-to-billions)[**Study Jams: Compare/Order Whole #'s**](http://studyjams.scholastic.com/studyjams/jams/math/numbers/order-whole-numbers.htm)[**Compare Numbers Game**](http://www.sheppardsoftware.com/mathgames/placevalue/FSCompareNumbers.htm)[**Study Jams: Expanded Notation**](http://studyjams.scholastic.com/studyjams/jams/math/numbers/expanded-notation.htm)[**Word Form**](http://www.ixl.com/math/grade-4/word-names-for-numbers)[**Convert between Place Values**](http://www.ixl.com/math/grade-4/convert-between-place-values)[Lesson 1: Divide by Multiples of 10](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NBT1.pdf)[Lesson 2: Writing Numbers in Different Forms](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NBT2.pdf)[Lesson 3: Comparing & Ordering Numbers](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NBT3.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – YESUnit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples**Anchor Charts**Place ValueComparing NumbersRounding | **Manipulatives**Base Ten BlocksNumber linesHundred charts **Homework**Week 2 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 1st****Week - 3 Dates – 8/21/2017****Learning Targets****Unit – Unit – 1 Whole Numbers*** I can compare whole numbers.
* I can round whole numbers.
* I can add and subtract fluently.
* I can add and subtract whole numbers using the standard algorithm.
* I can solve multiple step word problems.
 | **AKS*** **9.NBT.4** add and subtract multi-digit whole numbers fluently using the standard algorithm
 | **Vocabulary**Place valueMulti-digitRoundEstimateStandard formSumDifferenceDigit | **Textbook Resources**Applied Math – [4-4 Add and Subtract Multi-Digit Whole Numbers](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6780/cad43441966d2324b3e1148fc897eec6)**McGraw-Hill/ My Math****Chapter 1**Lesson 5**Chapter 2**Lesson 4**Chapter 4**Lesson 3**Chapter 5**Lesson 2**Chapter 6**Lesson 2**McGraw-Hill/ My Math****Chapter 2**Lesson 1 - 8 |
| **Teacher Resources:****Technology Resources****Instructional Support:** [**How to Subtract & Regroup**](http://www.mathplayground.com/howto_regroupI.html)[**Addition & Subtraction Files**](https://njctl.org/courses/math/4th-grade-math/addition-subtraction-computation/)**Performance Based Task:**[**Add Numbers up to Millions**](http://www.ixl.com/math/grade-4/add-numbers-up-to-millions)[**Subtract Numbers up to Millions**](http://www.ixl.com/math/grade-4/subtract-numbers-up-to-millions)[**Word Problems-Addition**](http://www.ixl.com/math/grade-4/add-numbers-up-to-millions-word-problems)[**Word Problems-Subtraction**](http://www.ixl.com/math/grade-4/subtract-numbers-up-to-millions-word-problems)[**Addition/Subtraction Problems**](http://www.k-5mathteachingresources.com/support-files/adding-and-subtracting-multi-digit-whole-numbers.pdf)**Student Practice:** [**Study Jams: Addition with Regrouping**](http://studyjams.scholastic.com/studyjams/jams/math/addition-subtraction/add-with-regroup.htm)[**Study Jams: Subtract with Regrouping**](http://studyjams.scholastic.com/studyjams/jams/math/addition-subtraction/sub-with-regroup.htm) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESUnit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples **Anchor Charts**Place ValueComparing NumbersRoundingAdding/Subtracting Algorithm | **Manipulatives**Base Ten BlocksNumber linesHundred charts **Homework**Week 3 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 1st****Week - 4 Dates – 8/28/2017****Learning Targets****Unit – Unit – 1 Whole Numbers*** I can illustrate and explain multiplication calculations by using equations, rectangular arrays, and/or area models.
* I can multiply a whole number of up to four digits by a one-digit whole number.
* I can multiply two two-digit numbers, using strategies based on place value and the properties of operations.
 | **AKS****10.NBT.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 multiplication calculations by using equations, rectangular arrays, and/or area models**11.NBT.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**3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding**Use the four operations with whole numbers to solve problems** **1.OA.1** explain that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity; interpret a multiplication equation as a comparison; for example interpret 35 = 5 x 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**2.OA.2** solve multiplication and division word problems involving multiplicative comparison using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison **3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding | **Vocabulary**MultiplicationGroups ofCompareMulti-DigitEquationProductFactorsSkip countingMultipleMulti-digit  | **Textbook Resources****HOS:**[Lesson 4: Multiply with a One-Digit Multiplier](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NBT4.pdf)[Lesson 5: Multiply with a Two-Digit Number](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NBT5.pdf)**McGraw-Hill/ My Math****Chapter 3**Lesson 1Lesson 5Lesson 6**Chapter 4** Lesson 3 -11 **Chapter 5**Lesson 1Lesson 3Lesson 4Lesson 6 |
| **Teacher Resources:****Technology Resources****Instructional Support:**[**Illuminations: All About Multiplication**](http://illuminations.nctm.org/LessonDetail.aspx?ID=U109)[**Learnzillion: Traditional Multiplication**](http://www.youtube.com/watch?v=S9HhNxXQEc4)[**Japanese Multiplication Trick**](http://www.youtube.com/watch?v=_AJvshZmYPs)[**Area Model Multiplication**](http://www.youtube.com/watch?v=g1ZkgHa5XN4)[**Lattice Multiplication**](http://www.youtube.com/watch?v=l06371BASsY) [**Illuminations: Multiply & Conquer**](http://illuminations.nctm.org/LessonDetail.aspx?id=L858)[**Illuminations: Multiplication Properties**](http://illuminations.nctm.org/LessonDetail.aspx?ID=U110)[**Partial Products (1)**](http://www.k-5mathteachingresources.com/support-files/multiplication-strategy-partial-products-1.pdf)[**Partial Products (2)**](http://www.k-5mathteachingresources.com/support-files/multiplication-strategy-partial-products-1.pdf)[**Activity: Break Apart Method**](http://www.k-5mathteachingresources.com/support-files/breakingapartafactor5.nbt1.pdf)[**Activity: Multiplication Bump**](http://www.k-5mathteachingresources.com/support-files/multiplicationbumpx100.pdf)**Performance Based Task:** [**Word Problems: Multiply 2-by-2 Digits**](http://www.ixl.com/math/grade-4/multiply-a-2-digit-number-by-a-2-digit-number-word-problems)[**Word Problems: Multiply 2-by-3 Digits**](http://www.ixl.com/math/grade-4/multiply-a-2-digit-number-by-a-larger-number-word-problems)**Student Practice:**[**Hoop shoot-One by Two Digit Multiplication**](http://www.math-play.com/one-digit-by-two-digit-multiplication-game.html)[**Multiply 2-by-2 Digits**](http://www.ixl.com/math/grade-4/multiply-a-2-digit-number-by-a-2-digit-number)[**Multiply 3-by-2 Digits**](http://www.ixl.com/math/grade-4/multiply-a-2-digit-number-by-a-larger-number)[**Card Game: Make the Largest Product**](http://www.k-5mathteachingresources.com/support-files/makethelargestproduct.pdf)[**Card Game: Make the Smallest Product**](http://www.k-5mathteachingresources.com/support-files/makethesmallestproduct.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – YESUnit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples**Anchor Charts**Multiplication StrategiesPartial Products | **Manipulatives**Base Ten BlocksHundred ChartsColor Tiles**Homework**Week 4 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 1st****Week - 5 Dates – 9/4/2017****Learning Targets****Unit – 1 Whole Numbers*** I can illustrate and explain multiplication calculations by using equations, rectangular arrays, and/or area models.
* I can multiply a whole number of up to four digits by a one-digit whole number.
* I can multiply two two-digit numbers, using strategies based on place value and the properties of operations.
* I can explain multiplicative comparison.
* I can solve multiplication word problems.
 | **AKS****10.NBT.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 multiplication calculations by using equations, rectangular arrays, and/or area models**11.NBT.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**3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding**Use the four operations with whole numbers to solve problems** **1.OA.1** explain that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity; interpret a multiplication equation as a comparison; for example interpret 35 = 5 x 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**2.OA.2** solve multiplication and division word problems involving multiplicative comparison using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison **3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding | **Vocabulary**MultiplicationGroups ofCompareMulti-DigitEquationProductFactorsSkip countingMultipleMulti-digit  | **Textbook Resources****Textbook Resources****Applied Math –** [4-5 Multiply Multi-Digit Numbers](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6781/cad43441966d2324b3e1148fc897eec6)[4-6 Multiply Multi-Digit Numbers](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6782/cad43441966d2324b3e1148fc897eec6)**McGraw-Hill/ My Math****Chapter 3**Lesson 1Lesson 5Lesson 6**Chapter 4** Lesson 3 -11 **Chapter 5**Lesson 1Lesson 3Lesson 4Lesson 6 |
| **Teacher Resources:****Technology Resources****Instructional Support:**[**Illuminations: All About Multiplication**](http://illuminations.nctm.org/LessonDetail.aspx?ID=U109)[**Learnzillion: Traditional Multiplication**](http://www.youtube.com/watch?v=S9HhNxXQEc4)[**Japanese Multiplication Trick**](http://www.youtube.com/watch?v=_AJvshZmYPs)[**Area Model Multiplication**](http://www.youtube.com/watch?v=g1ZkgHa5XN4)[**Lattice Multiplication**](http://www.youtube.com/watch?v=l06371BASsY) [**Illuminations: Multiply & Conquer**](http://illuminations.nctm.org/LessonDetail.aspx?id=L858)[**Illuminations: Multiplication Properties**](http://illuminations.nctm.org/LessonDetail.aspx?ID=U110)[**Partial Products (1)**](http://www.k-5mathteachingresources.com/support-files/multiplication-strategy-partial-products-1.pdf)[**Partial Products (2)**](http://www.k-5mathteachingresources.com/support-files/multiplication-strategy-partial-products-1.pdf)[**Activity: Break Apart Method**](http://www.k-5mathteachingresources.com/support-files/breakingapartafactor5.nbt1.pdf)[**Activity: Multiplication Bump**](http://www.k-5mathteachingresources.com/support-files/multiplicationbumpx100.pdf)**Performance Based Task:** [**Word Problems: Multiply 2-by-2 Digits**](http://www.ixl.com/math/grade-4/multiply-a-2-digit-number-by-a-2-digit-number-word-problems)[**Word Problems: Multiply 2-by-3 Digits**](http://www.ixl.com/math/grade-4/multiply-a-2-digit-number-by-a-larger-number-word-problems)**Student Practice:**[**Hoop shoot-One by Two Digit Multiplication**](http://www.math-play.com/one-digit-by-two-digit-multiplication-game.html)[**Multiply 2-by-2 Digits**](http://www.ixl.com/math/grade-4/multiply-a-2-digit-number-by-a-2-digit-number)[**Multiply 3-by-2 Digits**](http://www.ixl.com/math/grade-4/multiply-a-2-digit-number-by-a-larger-number)[**Card Game: Make the Largest Product**](http://www.k-5mathteachingresources.com/support-files/makethelargestproduct.pdf)[**Card Game: Make the Smallest Product**](http://www.k-5mathteachingresources.com/support-files/makethesmallestproduct.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESUnit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples**Anchor Charts**Multiplication StrategiesPartial Products | **Manipulatives**Base Ten BlocksHundred ChartsColor Tiles**Homework**Week 5 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 1st****Week - 6 Dates – 9/11/2017****Learning Targets****Unit – 1 Whole Numbers*** I can explain division calculations.
* I can divide with single digit divisors.
* I can interpret remainders.
* I can solve division word problems.
* I can solve multi-step problems.
 | **AKS****10.NBT.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 multiplication calculations by using equations, rectangular arrays, and/or area models**11.NBT.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**3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding**Use the four operations with whole numbers to solve problems** **1.OA.1** explain that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity; interpret a multiplication equation as a comparison; for example interpret 35 = 5 x 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**2.OA.2** solve multiplication and division word problems involving multiplicative comparison using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison **3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding | **Vocabulary**MultiplicationGroups ofCompareMulti-DigitEquationProductFactorsSkip countingMultipleMulti-digit DivisorDividendQuotientSingle digitRemaindersDivided by | **Textbook Resources****HOS:**[Lesson 6: Divide with a One-Digit Divisor](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NBT6.pdf)**McGraw-Hill/ My Math****Chapter 3**Lesson 2**Chapter 6**Lesson 3Lesson 4Lesson 5Lesson 6 |
| **Teacher Resources:****Technology Resources****Instructional Support:**[**Relate Multiplication & Division Files**](https://njctl.org/courses/math/4th-grade-math/multiplication-division-relationship/)[**Multi-Digit Mult. & Division Files**](https://njctl.org/courses/math/4th-grade-math/multiplication-of-multi-digit-numbers/)[**What's a Quotient?**](http://www.mathplayground.com/howto_quotients.html)[**Song: Long Division Style**](http://www.youtube.com/watch?v=iWU6K3GV2A8)[**How to Solve Long Division Problems**](http://www.mathplayground.com/howto_longdivision.html) [**Learnzillion: Interpret Remainders**](http://www.youtube.com/watch?v=lrUiFpi7MvI)[**Division Using Arrays**](http://www.youtube.com/watch?v=erpHiUHk-3A)[**Simple Division Chunking**](http://www.youtube.com/watch?v=CKngfT_o1tw) [**Long Division Chunking**](http://www.youtube.com/watch?v=CvsBlMykkLg)[**Partial Quotients (1)**](http://www.k-5mathteachingresources.com/support-files/division-strategy-partial-quotients1.pdf)[**Partial Quotients (2)**](http://www.k-5mathteachingresources.com/support-files/division-strategy-partial-quotients2.pdf)**Performance Based Task:**[**2-Digit Division Problems**](http://www.ixl.com/math/grade-4/divide-larger-numbers-by-2-digit-numbers-word-problems)[**Problem Solving: Divide with Zeros**](http://www.ixl.com/math/grade-4/divide-numbers-ending-in-zeroes-multi-digit-divisors-word-problems)**Student Practice:**[**Divider Machine**](http://www.amblesideprimary.com/ambleweb/mentalmaths/dividermachine.html)[**1-Digit Divisors with Remainders**](http://www.ixl.com/math/grade-4/divide-larger-numbers-one-digit-divisors)[**Relate Multiplication and Division**](http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/relate-mult-div.htm)[**Single-Digit Division**](http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/single-digit-division.htm)[**Long Division**](http://www.kidsnumbers.com/long-division.php)[**Double-Digit Division**](http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/double-digit-division.htm)[**The Quotient Cafe**](http://illuminations.nctm.org/ActivityDetail.aspx?ID=224)[**Remainders Game**](http://www.k-5mathteachingresources.com/support-files/remainders.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESUnit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples**Anchor Charts**Division StrategiesPartial Quotients | **Manipulatives**Base Ten BlocksHundred ChartsColor Tiles**Homework**Week 6 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 1st****Week - 7 Dates – 9/18/2017****Learning Targets****Unit – 1 Whole Numbers*** I can explain division calculations.
* I can divide with single digit divisors.
* I can interpret remainders.
* I can solve division word problems.
* I can solve multi-step problems.
 | **10.NBT.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 multiplication calculations by using equations, rectangular arrays, and/or area models**11.NBT.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**3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding**Use the four operations with whole numbers to solve problems** **1.OA.1** explain that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity; interpret a multiplication equation as a comparison; for example interpret 35 = 5 x 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**2.OA.2** solve multiplication and division word problems involving multiplicative comparison using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison **3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding | **Vocabulary**MultiplicationGroups ofCompareMulti-DigitEquationProductFactorsSkip countingMultipleMulti-digit DivisorDividendQuotientSingle digitRemaindersDivided by | **Textbook Resources****Applied Math:**[4-7 Divide with Remainders](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6783/cad43441966d2324b3e1148fc897eec6)[4-8 Divide with Remainders](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6784/cad43441966d2324b3e1148fc897eec6)[4-9 Divide with Remainders](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6785/cad43441966d2324b3e1148fc897eec6)**McGraw-Hill/ My Math****Chapter 3**Lesson 2**Chapter 6**Lesson 3Lesson 4Lesson 5Lesson 6 |
| **Teacher Resources:****Technology Resources****Instructional Support:**[**Relate Multiplication & Division Files**](https://njctl.org/courses/math/4th-grade-math/multiplication-division-relationship/)[**Multi-Digit Mult. & Division Files**](https://njctl.org/courses/math/4th-grade-math/multiplication-of-multi-digit-numbers/)[**What's a Quotient?**](http://www.mathplayground.com/howto_quotients.html)[**Song: Long Division Style**](http://www.youtube.com/watch?v=iWU6K3GV2A8)[**How to Solve Long Division Problems**](http://www.mathplayground.com/howto_longdivision.html) [**Learnzillion: Interpret Remainders**](http://www.youtube.com/watch?v=lrUiFpi7MvI)[**Division Using Arrays**](http://www.youtube.com/watch?v=erpHiUHk-3A)[**Simple Division Chunking**](http://www.youtube.com/watch?v=CKngfT_o1tw) [**Long Division Chunking**](http://www.youtube.com/watch?v=CvsBlMykkLg)[**Partial Quotients (1)**](http://www.k-5mathteachingresources.com/support-files/division-strategy-partial-quotients1.pdf)[**Partial Quotients (2)**](http://www.k-5mathteachingresources.com/support-files/division-strategy-partial-quotients2.pdf)**Performance Based Task:**[**2-Digit Division Problems**](http://www.ixl.com/math/grade-4/divide-larger-numbers-by-2-digit-numbers-word-problems)[**Problem Solving: Divide with Zeros**](http://www.ixl.com/math/grade-4/divide-numbers-ending-in-zeroes-multi-digit-divisors-word-problems)**Student Practice:**[**Divider Machine**](http://www.amblesideprimary.com/ambleweb/mentalmaths/dividermachine.html)[**1-Digit Divisors with Remainders**](http://www.ixl.com/math/grade-4/divide-larger-numbers-one-digit-divisors)[**Relate Multiplication and Division**](http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/relate-mult-div.htm)[**Single-Digit Division**](http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/single-digit-division.htm)[**Long Division**](http://www.kidsnumbers.com/long-division.php)[**Double-Digit Division**](http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/double-digit-division.htm)[**The Quotient Cafe**](http://illuminations.nctm.org/ActivityDetail.aspx?ID=224)[**Remainders Game**](http://www.k-5mathteachingresources.com/support-files/remainders.pdf)  | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples**Anchor Charts**Division StrategiesPartial Quotients | **Manipulatives**Base Ten BlocksHundred ChartsColor Tiles**Homework**Week 7 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 1st****Week - 8 Dates – 9/25/2017****Learning Targets****Unit – 1 Whole Numbers*** I can explain division calculations.
* I can divide with single digit divisors.
* I can interpret remainders.
* I can solve division word problems.
* I can solve multi-step problems.
 | **AKS****10.NBT.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 multiplication calculations by using equations, rectangular arrays, and/or area models**11.NBT.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**3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding**Use the four operations with whole numbers to solve problems** **1.OA.1** explain that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity; interpret a multiplication equation as a comparison; for example interpret 35 = 5 x 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**2.OA.2** solve multiplication and division word problems involving multiplicative comparison using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison **3.OA.3** solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding | **Vocabulary**MultiplicationGroups ofCompareMulti-DigitEquationProductFactorsSkip countingMultipleMulti-digit DivisorDividendQuotientSingle digitRemaindersDivided by | **Textbook Resources**[IM: Mental Division Strategy](https://www.illustrativemathematics.org/content-standards/4/NBT/B/6/tasks/1774)[OM: Dividing Two-Digit Numbers](http://www.openmiddle.com/dividing-two-digit-numbers-elementary/)**McGraw-Hill/ My Math****Chapter 3**Lesson 2**Chapter 6**Lesson 3Lesson 4Lesson 5Lesson 6 |
| **Teacher Resources:****Technology Resources****Instructional Support:**[**Relate Multiplication & Division Files**](https://njctl.org/courses/math/4th-grade-math/multiplication-division-relationship/)[**Multi-Digit Mult. & Division Files**](https://njctl.org/courses/math/4th-grade-math/multiplication-of-multi-digit-numbers/)[**What's a Quotient?**](http://www.mathplayground.com/howto_quotients.html)[**Song: Long Division Style**](http://www.youtube.com/watch?v=iWU6K3GV2A8)[**How to Solve Long Division Problems**](http://www.mathplayground.com/howto_longdivision.html) [**Learnzillion: Interpret Remainders**](http://www.youtube.com/watch?v=lrUiFpi7MvI)[**Division Using Arrays**](http://www.youtube.com/watch?v=erpHiUHk-3A)[**Simple Division Chunking**](http://www.youtube.com/watch?v=CKngfT_o1tw) [**Long Division Chunking**](http://www.youtube.com/watch?v=CvsBlMykkLg)[**Partial Quotients (1)**](http://www.k-5mathteachingresources.com/support-files/division-strategy-partial-quotients1.pdf)[**Partial Quotients (2)**](http://www.k-5mathteachingresources.com/support-files/division-strategy-partial-quotients2.pdf)**Performance Based Task:**[**2-Digit Division Problems**](http://www.ixl.com/math/grade-4/divide-larger-numbers-by-2-digit-numbers-word-problems)[**Problem Solving: Divide with Zeros**](http://www.ixl.com/math/grade-4/divide-numbers-ending-in-zeroes-multi-digit-divisors-word-problems)**Student Practice:**[**Divider Machine**](http://www.amblesideprimary.com/ambleweb/mentalmaths/dividermachine.html)[**1-Digit Divisors with Remainders**](http://www.ixl.com/math/grade-4/divide-larger-numbers-one-digit-divisors)[**Relate Multiplication and Division**](http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/relate-mult-div.htm)[**Single-Digit Division**](http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/single-digit-division.htm)[**Long Division**](http://www.kidsnumbers.com/long-division.php)[**Double-Digit Division**](http://studyjams.scholastic.com/studyjams/jams/math/multiplication-division/double-digit-division.htm)[**The Quotient Cafe**](http://illuminations.nctm.org/ActivityDetail.aspx?ID=224)[**Remainders Game**](http://www.k-5mathteachingresources.com/support-files/remainders.pdf)  | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – Unit Common Assessment #1A[4th Grade: Unit 1a](https://instruction.gwinnett.k12.ga.us/content/enforced/58323-MathCommCtr/IRC%202016-2017/ES/Fourth%20Grade/4th%20Grade_Unit%201a.docx?_&d2lSessionVal=1XFMK31rfgMqFMzJRJWBz2I9A&ou=58323)District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples**Anchor Charts**Division StrategiesPartial Quotients | **Manipulatives**Base Ten BlocksHundred ChartsColor Tiles**Homework**Week 8 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 1st****Week - 9 Dates – 10/2/2017****Learning Targets****Unit – 1B Whole Numbers*** I can determine multiples and factors.
* I can determine prime or composite.
* I can describe and use number and shape patterns.
* I can identify features of patterns.
 | **AKS****Unit 1 Continued: Whole Numbers (2 weeks)****Understanding factors and multiples including prime and composite numbers*** **4.OA.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

**Generate and explain patterns and rules*** **5.OA.5** generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain informally why the numbers will continue to alternate in this way. For example, given the rule “ADD 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers.
 | **Vocabulary**PatternsFeaturesPrimeCompositeFactorsMultiplesInputOutput | **Textbook Resources**HOS:[Lesson 2: Finding Factor Pairs](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_OA2.pdf)[Lesson 3: Prime and Composite Numbers](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_OA3.pdf)**McGraw-Hill/ My Math****Chapter 3**Lesson 7**Chapter 8**Lesson 1Lesson 2 |
| **Teacher Resources:****Technology Resources****Instructional Support:** [**Rainbow Factor Line**](http://learnzillion.com/lessons/782-find-all-factor-pairs-using-a-rainbow-factor-line)[**Factors with T-Charts**](http://learnzillion.com/lessons/785-find-all-factor-pairs-of-a-number-using-a-tchart)[**Factor Pairs using Area Models**](http://learnzillion.com/lessons/780-find-all-the-factor-pairs-of-a-number-using-area-models)[**Prime Numbers**](http://learnzillion.com/lessons/786-determine-if-a-number-is-prime-or-composite-using-area-models)[**Mathplayground: Divisibility Rules**](http://www.mathplayground.com/howto_divisibility.html)[**Factors & Multiples Jeopardy**](http://www.math-play.com/Factors-and-Multiples-Jeopardy/Factors-and-Multiples-Jeopardy.html)**Performance Based Task:** [**Number Trains**](http://insidemathematics.org/common-core-math-tasks/4th-grade/4-2003%20Number%20Trains.pdf)[**Identifying Multiples**](http://www.illustrativemathematics.org/illustrations/959)**Student Practice:** [**Sheppardsoftware: Fruit Shoot (Primes & Composites)**](http://www.sheppardsoftware.com/mathgames/numbers/fruit_shoot_prime.htm)[**Sheppardsoftware: Fruit Shoot (GCF)**](http://www.sheppardsoftware.com/mathgames/fractions/GreatestCommonFactor.htm)[**Study Jams: Greatest Common Factor**](http://studyjams.scholastic.com/studyjams/jams/math/fractions/greatest-common-factor.htm)[**Factors Millionaire**](http://www.math-play.com/Factors-Millionaire/Factors-Millionaire.html) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – Unit Common Assessment # \_\_\_\_District Assessment- 1st Nine weeks benchmark | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples**Anchor Charts**Prime and CompositeInput and OutputFactors and Multiples | **Manipulatives**Base Ten BlocksHundred ChartsNumber lines**Homework**Week 9 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |



Fourth Grade Math Framework – 2nd Nine Weeks 2017-2018

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| **Quarter – 2nd****Week - 10 Dates – 10/9/2017****Learning Targets****Unit – 1B Whole Numbers*** I can determine multiples and factors.
* I can determine prime or composite.
* I can describe and use number and shape patterns.
* I can identify features of patterns.
 | **AKS****Unit 1 Continued: Whole Numbers (2 weeks)****Understanding factors and multiples including prime and composite numbers*** **4.OA.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

**Generate and explain patterns and rules*** **5.OA.5** generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain informally why the numbers will continue to alternate in this way. For example, given the rule “ADD 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers.
 | **Vocabulary**PatternsFeaturesPrimeCompositeFactorsMultiplesInputOutput | **Textbook Resources****HOS:**[Lesson 4: Identifying Multiples](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_OA4.pdf)**McGraw-Hill/ My Math****Chapter 3**Lesson 7**Chapter 8**Lesson 1Lesson 2 |
| **Teacher Resources:****Technology Resources****Instructional Support:** [**Repeating Patterns**](http://learnzillion.com/lessons/791-understand-repeating-patterns)[**Find the Rule with Function Tables**](http://learnzillion.com/lessons/790-find-the-rule-for-a-function-machine-using-a-vertical-table)[**Find the Missing Element in Patterns**](http://learnzillion.com/lessons/792-find-missing-elements-in-growing-patterns)[**GCPS CC Assessment: Unit 1 (Part 2)**](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtYXRoY29tbW9uY29yZWdyb3VwfGd4OjdhOGM2MmFjZjFiYjE4ZmI)**Performance Based Task:** [**Buttons**](http://insidemathematics.org/common-core-math-tasks/4th-grade/4-2003%20Buttons.pdf)[**Piles of Oranges**](http://insidemathematics.org/common-core-math-tasks/4th-grade/4-2004%20Piles%20of%20Oranges.pdf)[**Double Plus One**](http://www.illustrativemathematics.org/illustrations/487)[**Baked Bean Cans**](http://nrich.maths.org/7)**Student Practice:**[**PBSKids: Crack Hacker's Safe**](http://pbskids.org/cyberchase/math-games/crack-hackers-safe/)[**Sheppardsoftware: Balloon Pop (Patterns)**](http://www.sheppardsoftware.com/mathgames/earlymath/BalloonPopPatterns.htm)[**Study Jams: Number Patterns**](http://studyjams.scholastic.com/studyjams/jams/math/algebra/number-patterns.htm) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples**Anchor Charts**Prime and CompositeInput and OutputFactors and Multiples | **Manipulatives**Base Ten BlocksHundred ChartsNumber lines**Homework**Week 10 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 2nd****Week - 11 Dates – 10/16/2017****Learning Targets****Unit – 2 Fraction Equivalents*** I can use models to explain fraction equivalence.
* I can compare fractions.
* I can use visual models to justify fraction comparison.

*Fractions Literature**Polar Bear Math.* Bickel, Cindy and Nagda, Ann Whitehead.*Fraction Fun.*  Adler, David A.*Ed Emberley’s Picture Pie: A Circle Drawing Book.*  Emberley, Ed. | **AKS****Understanding equivalent fractions****12.NF.1** explain why two or more fractions are equivalent to a fraction (n x a/n x b), ex: 1/4 = (3 x 1)/(3 x 4) by using visual fraction models. Focus attention on 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**Comparing fractions****13.NF.2** compare two fractions with different numerators and different denominators (e.g., by using visual fraction models, 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 | **Vocabulary**FractionsNumeratorsDenominatorCommon fractionsDecimal fractionEquivalentImproperMixed numberSimplest formSimplifyBenchmark fractionCompareEqual (=)Greater than (>)Less than (<)Number line Proper fractionTerm Unit fractionWhole numbersWholeMultiple | **Textbook Resources**[Lesson 1: Finding Equivalent Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF1.pdf)[Lesson 2: Comparing and Ordering Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF2.pdf)**McGraw-Hill/ My Math** **Chapter 7**Lesson 1Lesson 2Lesson 3Lesson 4Lesson 5Lesson 6Lesson 8Lesson 9 |
| **Teacher Resources:**Hands on Standards Lessons 1-3**Technology Resources** **Instructional Support:** [**Illuminations-Equivalent Fractions**](http://illuminations.nctm.org/activitydetail.aspx?id=80)**Performance Based Task:** [**Picking Fractions**](http://insidemathematics.org/common-core-math-tasks/4th-grade/4-2007%20Picking%20Fractions.pdf)[**Fraction Equivalence**](http://www.illustrativemathematics.org/illustrations/154)[**Explain Equivalence using Models**](http://www.illustrativemathematics.org/illustrations/743)**Student Practice:** [**Study Jams: Equivalent Fractions**](http://studyjams.scholastic.com/studyjams/jams/math/fractions/equiv-fractions.htm)[**Fraction Frenzy**](http://www.learningplanet.com/sam/ff/index.asp)[**Dirtbike Proportions**](http://www.mathplayground.com/ASB_DirtBikeProportions.html)[**Equivalent Fractions Matching**](http://www.math-play.com/equivalent-fractions-game.html)Georgia Frameworks | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – Unit Common Assessment # 1B 4th Grade: Unit 1b (Word)District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples, time, angles,**Anchor Charts**Equivalent Fractions | **Manipulatives**Color Tiles Fraction Towers Fraction CirclesFraction BarsNumber LinesPattern BlocksDeci Blocks**Homework**Week 11 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 2nd****Week - 12 Dates – 10/23/2017****Learning Targets****Unit – 2 Fraction Equivalents*** I can use models to explain fraction equivalence.
* I can compare fractions.
* I can use visual models to justify fraction comparison.

*Fractions Literature**Polar Bear Math.* Bickel, Cindy and Nagda, Ann Whitehead.*Fraction Fun.*  Adler, David A.*Ed Emberley’s Picture Pie: A Circle Drawing Book.*  Emberley, Ed. | **AKS****Understanding equivalent fractions****12.NF.1** explain why two**Understanding equivalent fractions****12.NF.1** explain why two or more fractions are equivalent to a fraction (n x a/n x b), ex: 1/4 = (3 x 1)/(3 x 4) by using visual fraction models. Focus attention on 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**Comparing fractions****13.NF.2** compare two fractions with different numerators and different denominators (e.g., by using visual fraction models, 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 | **Vocabulary**FractionsNumeratorsDenominatorCommon fractionsDecimal fractionEquivalentImproperMixed numberSimplest formSimplifyBenchmark fractionCompareEqual (=)Greater than (>)Less than (<)Number line Proper fractionTerm Unit fractionWhole numbersWholeMultiple | **Textbook Resources**[Lesson 1: Finding Equivalent Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF1.pdf)[Lesson 2: Comparing and Ordering Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF2.pdf)**McGraw-Hill/ My Math** **Chapter 1 – Apply Addition and Subtraction Concepts**Lesson 5Lesson 6Lesson 7Lesson 9Lesson 10Lesson 11Lesson 12Lesson 13 |
| **Teacher Resources:****Technology Resources****Instructional Support:** [**Equivalent Fractions using Area Models**](http://learnzillion.com/lessons/616-recognize-equivalent-fractions-using-area-models) [**Equivalent Fractions using Number Lines**](http://learnzillion.com/lessons/617-recognize-equivalent-fractions-using-number-lines)[**Create Equivalent Fraction Models**](http://learnzillion.com/lessons/1244-create-equivalent-fractions-using-an-area-model)[**Interactive Fraction Switch**](http://www.interactivestuff.org/sums4fun/fswitch.html)[**GCPS CC Assessment: Unit 2**](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtYXRoY29tbW9uY29yZWdyb3VwfGd4OjdjMGY5ZDc3MDFjYTZjZmE)[**Mathvillage: Compare Fractions**](http://www.mathvillage.info/node/75)[**Order Fractions**](http://www.illustrativemathematics.org/illustrations/811)[**Compare Fractions using Benchmarks**](http://www.illustrativemathematics.org/illustrations/812)**Performance Based Task:**[**Got Your Number**](http://insidemathematics.org/problems-of-the-month/pom-gotyournumber.pdf)[**Compare Two Pizzas**](http://www.illustrativemathematics.org/illustrations/819)[**Illustrations: Compare Fractions**](http://www.illustrativemathematics.org/illustrations/831)**Student Practice:**[**Find Grammy Using a Number Line**](http://www.visualfractions.com/FindGrammy/findgrammy.html)[**Study Jams: Compare Fractions & Mixed Numbers**](http://studyjams.scholastic.com/studyjams/jams/math/fractions/fractions-mixed-numbers.htm)[**Funbrain: Fresh Baked Fractions!**](http://www.funbrain.com/fract/index.html)[**Tug Team Fractions**](http://www.mathplayground.com/ASB_TugTeamFractions.html)Georgia Frameworks - | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples, time, angles,**Anchor Charts**Equivalent Fractions | **Manipulatives**Color Tiles Fraction Towers Fraction CirclesFraction BarsNumber LinesPattern BlocksDeci Blocks**Homework**Week 12 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 2nd****Week - 13 Dates – 10/30/2017****Learning Targets****Unit 3 – Fractions: Adding and Subtracting*** I can add and subtract fractions with like denominators.
* I can sum unit fractions.
* I can simplify fractions by finding equivalent fractions.

*Fractions Literature**Polar Bear Math.* Bickel, Cindy and Nagda, Ann Whitehead.*Fraction Fun.*  Adler, David A.*Ed Emberley’s Picture Pie: A Circle Drawing Book.*  Emberley, Ed. | **AKS****Adding and Subtracting fractions****14.NF.3** recognize that a fraction a/b with a > 1 as a sum of unit fractions 1/b**15.NF.3\_a** model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole**16.NF.3\_b** decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify reasoning using visual fraction models(e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8; 8/8 = 7/8 + 1/8)**Adding and subtracting mixed numbers****17.NF.3\_c** 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)**Solving real world problems with fractions and mixed numbers****18.NF.3\_d** solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem | **Vocabulary**FractionsNumeratorsDenominatorCommon fractionsDecimal fractionEquivalentImproperMixed numberSimplest formSimplifyBenchmark fractionNumber line Proper fractionUnit fractionWhole numbersWholeMultiple | **Textbook Resources**[Lesson 4: Add and Subtract Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF4.pdf)[Lesson 5: Breaking Apart Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF5.pdf)[Lesson 6: Add and Subtract Mixed Numbers](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF6.pdf)**McGraw-Hill/ My Math** **Math****Chapter 8**Lessons 9 and 10**Chapter 9**Lessons 1-7 |
| **Teacher Resources:****Technology Resources****Instructional Support:** [**Write Mixed Number Fractions**](http://learnzillion.com/lessons/84-write-mixed-number-fractions-drawing-shapes)[**Fractions into Mixed Numbers**](http://learnzillion.com/lessons/332-convert-improper-fractions-into-mixed-numbers-dividing)[**Improper Fractions as Mixed Numbers**](http://learnzillion.com/lessons/86-write-improper-fractions-as-mixed-numbers)**Performance Based Task:**[**Leapfrog Fractions**](http://insidemathematics.org/common-core-math-tasks/4th-grade/4-2009%20Leapfrog%20Fractions.pdf) **Student Practice:** [**Sheppardsoftware: Mathman (Mixed to Improper)**](http://www.sheppardsoftware.com/mathgames/fractions/mathman_improper_fractions.htm)**Technology Resources****Instructional Support:**  [**Joining Parts by Adding**](http://learnzillion.com/lessons/1421-add-fractions-by-joining-parts)[**Separate Parts by Subtracting**](http://learnzillion.com/lessons/1422-subtract-fractions-by-separating-parts)[**Identify Parts of a Whole**](http://learnzillion.com/lessons/352-find-a-fraction-identifying-the-parts-of-a-whole)**Student Practice:**[**Sheppardsoftware: Mathman (Add & Subtract Fractions)**](http://www.sheppardsoftware.com/mathgames/fractions/mathman_add_subtract_fractions.htm)[**Study Jams: Add & Subtract with Common Denominators**](http://studyjams.scholastic.com/studyjams/jams/math/fractions/add-sub-common-denom.htm)[**Bridge Building Fractions**](http://www.mathplayground.com/FractionGame/FractionGame.html)[**Add & Subtract Board Game**](http://www.math-play.com/adding-and-subtracting-fractions-game.html)[**Adding Fractions**](http://www.math-play.com/Adding-Fractions-Game.html) **Student Practice:** [**Thinking Blocks: Fraction Word Problems**](http://www.thinkingblocks.com/tb_fractions/fractions.html)Georgia Frameworks - [Unit 3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-3.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – YESUnit Common Assessment - Unit 2 [4th Grade: Unit 2 (Word)](https://instruction.gwinnett.k12.ga.us/content/enforced/58323-MathCommCtr/IRC%202016-2017/ES/4th%20Grade/4th%20Grade_Unit%202.docx?_&d2lSessionVal=8Azgah9YlBnsKZGSYHgMxa460&ou=58323)District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples, time, angles,**Anchor Charts**Equivalent FractionsAdding FractionsSubtracting Fractions | **Manipulatives**Color Tiles Fraction Towers Fraction CirclesFraction BarsNumber LinesPattern BlocksDeci Blocks**Homework**Week 13 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 2nd****Week - 14 Dates – 11/6/2017****Learning Targets****Unit 3 – Fractions: Adding and Subtracting** * I can add and subtract mixed numbers and improper fractions.
* I can solve word problems involving mixed numbers and improper fractions.

*Fractions Literature**Polar Bear Math.* Bickel, Cindy and Nagda, Ann Whitehead.*Fraction Fun.*  Adler, David A.*Ed Emberley’s Picture Pie: A Circle Drawing Book.*  Emberley, Ed. | **AKS****Adding and Subtracting fractions****14.NF.3** recognize that a fraction a/b with a > 1 as a sum of unit fractions 1/b**15.NF.3\_a** model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole**16.NF.3\_b** decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify reasoning using visual fraction models(e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8; 8/8 = 7/8 + 1/8)**Adding and subtracting mixed numbers****17.NF.3\_c** 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)**Solving real world problems with fractions and mixed numbers****18.NF.3\_d** solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem | **Vocabulary**FractionsNumeratorsDenominatorCommon fractionsDecimal fractionEquivalentImproperMixed numberSimplest formSimplifyBenchmark fractionNumber line Proper fractionUnit fractionWhole numbersWholeMultiple | **Textbook Resources**[Lesson 4: Add and Subtract Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF4.pdf)[Lesson 5: Breaking Apart Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF5.pdf)[Lesson 6: Add and Subtract Mixed Numbers](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF6.pdf)**McGraw-Hill/ My Math** **Math****Chapter 8**Lessons 9 and 10**Chapter 9**Lessons 1-7 |
| **Teacher Resources:****Technology Resources****Instructional Support:** [**Write Mixed Number Fractions**](http://learnzillion.com/lessons/84-write-mixed-number-fractions-drawing-shapes)[**Fractions into Mixed Numbers**](http://learnzillion.com/lessons/332-convert-improper-fractions-into-mixed-numbers-dividing)[**Improper Fractions as Mixed Numbers**](http://learnzillion.com/lessons/86-write-improper-fractions-as-mixed-numbers)**Performance Based Task:**[**Leapfrog Fractions**](http://insidemathematics.org/common-core-math-tasks/4th-grade/4-2009%20Leapfrog%20Fractions.pdf) **Student Practice:** [**Sheppardsoftware: Mathman (Mixed to Improper)**](http://www.sheppardsoftware.com/mathgames/fractions/mathman_improper_fractions.htm)**Technology Resources****Instructional Support:**  [**Joining Parts by Adding**](http://learnzillion.com/lessons/1421-add-fractions-by-joining-parts)[**Separate Parts by Subtracting**](http://learnzillion.com/lessons/1422-subtract-fractions-by-separating-parts)[**Identify Parts of a Whole**](http://learnzillion.com/lessons/352-find-a-fraction-identifying-the-parts-of-a-whole)**Student Practice:**[**Sheppardsoftware: Mathman (Add & Subtract Fractions)**](http://www.sheppardsoftware.com/mathgames/fractions/mathman_add_subtract_fractions.htm)[**Study Jams: Add & Subtract with Common Denominators**](http://studyjams.scholastic.com/studyjams/jams/math/fractions/add-sub-common-denom.htm)[**Bridge Building Fractions**](http://www.mathplayground.com/FractionGame/FractionGame.html)[**Add & Subtract Board Game**](http://www.math-play.com/adding-and-subtracting-fractions-game.html)[**Adding Fractions**](http://www.math-play.com/Adding-Fractions-Game.html) **Student Practice:** [**Thinking Blocks: Fraction Word Problems**](http://www.thinkingblocks.com/tb_fractions/fractions.html)Georgia Frameworks - [Unit 3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-3.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples, time, angles,**Anchor Charts**Equivalent FractionsAdding FractionsSubtracting FractionsAdd/Subtract Mixed Numbers | **Manipulatives**Color Tiles Fraction Towers Fraction CirclesFraction BarsNumber LinesPattern BlocksDeci Blocks**Homework**Week 14 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 2nd****Week - 15 Dates – 11/13/2017****Learning Targets****Unit 3 – Fractions: Adding and Subtracting** * I can add and subtract mixed numbers and improper fractions.
* I can solve word problems involving mixed numbers and improper fractions.

*Fractions Literature**Polar Bear Math.* Bickel, Cindy and Nagda, Ann Whitehead.*Fraction Fun.*  Adler, David A.*Ed Emberley’s Picture Pie: A Circle Drawing Book.*  Emberley, Ed. | **AKS****Adding and Subtracting fractions****14.NF.3** recognize that a fraction a/b with a > 1 as a sum of unit fractions 1/b**15.NF.3\_a** model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole**16.NF.3\_b** decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify reasoning using visual fraction models(e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8; 8/8 = 7/8 + 1/8)**Adding and subtracting mixed numbers****17.NF.3\_c** 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)**Solving real world problems with fractions and mixed numbers****18.NF.3\_d** solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem | **Vocabulary**FractionsNumeratorsDenominatorCommon fractionsDecimal fractionEquivalentImproperMixed numberSimplest formSimplifyBenchmark fractionNumber line Proper fractionUnit fractionWhole numbersWholeMultiple | **Textbook Resources**[Lesson 4: Add and Subtract Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF4.pdf)[Lesson 5: Breaking Apart Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF5.pdf)[Lesson 6: Add and Subtract Mixed Numbers](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF6.pdf)**McGraw-Hill/ My Math** **Math****Chapter 8**Lessons 9 and 10**Chapter 9**Lessons 1-7 |
| **Teacher Resources:****Technology Resources****Instructional Support:** [**GCPS CC Assessment: Unit 3**](https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbnxtYXRoY29tbW9uY29yZWdyb3VwfGd4OjczYWJjNzZjOWM2MTdkMmU)[**Learnzillion: Solve a Word Problem**](http://learnzillion.com/lessons/107-add-fractions-with-like-denominators-using-shapes-and-sets)**Performance Based Task:** [**Chocolate Bar Fractions**](http://schools.nyc.gov/NR/rdonlyres/0C0422CA-DBAF-4476-928F-71102DB2F703/140801/NYCDOE_G4_ChocolateBarFractions_FINAL.pdf)[**Farmer Fred**](http://schools.nyc.gov/NR/rdonlyres/04CC9ECB-C5AB-47DA-891B-6D8F6B6EFE88/0/NYCDOEG4MathFarmerFred_Final.pdf)**Student Practice:** [**Thinking Blocks: Fraction Word Problems**](http://www.thinkingblocks.com/tb_fractions/fractions.html)Georgia Frameworks - [Unit 3](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-3.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, fractions, factors, multiples, time, angles,**Anchor Charts**Equivalent FractionsAdding FractionsSubtracting FractionsAdd/Subtract Mixed Numbers | **Manipulatives**Color Tiles Fraction Towers Fraction CirclesFraction BarsNumber LinesPattern BlocksDeci Blocks**Homework**Week 15 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 2nd – 11/20 – 11/25 – NO SCHOOL****Week - 16 Dates – 11/27/2017****Learning Targets****Unit – 4 – Fractions: Multiply*** I can solve word problems involving fractions.
* I can multiply a fraction by a whole number.
* I can model multiplying a fraction by a whole number.
 | **AKS****Multiplying a fraction by a whole number*** **19.NF.4** apply and extend previous understanding of multiplication to multiply a fraction by a whole number (e.g., by using a visual such as a number line or area model)
* **20.NF.4\_a.** recognize a fraction a/b as a multiple of 1/b (e.g., use a visual fraction model to represent 5/4as the product of 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4))
* **21.NF.4\_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 (e.g., use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5 (In general, n x (a/b) = (n x a)/b)

**Solving real-world problems by multiplying a fraction by a whole number*** **22.NF.4\_c.** 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. For example, if each person at a party will eat 3/8 of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?)
 | **Vocabulary**FractionsNumeratorsDenominatorCommon fractionsDecimal fractionEquivalentImproperMixed numberSimplest formSimplifyBenchmark fractionCompareEqual (=)Greater than (>)Less than (<)Number line Proper fractionTerm Unit fractionWhole numbersAdditionComposeDecomposeEquivalent fractionsProper fractionStrategySubtractionWholeMultiple | **Textbook Resources**[Lesson 7: Multiples of Unit Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF7.pdf)[Lesson 8: Multiplying Fractions by Whole Numbers](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF8.pdf)**McGraw-Hill/ My Math** **Chapter 9** Lessons 8 and 9 |
| **Teacher Resources:****Technology Resources****Instructional Support:** [**Multiply a Fraction with a Whole Number-Visual Models**](http://learnzillion.com/lessons/1429-multiply-a-fraction-by-a-whole-number-using-visual-models-and-repeated-addition)[**Multiply a Fraction by a Whole Number-Use Repeated Addition**](http://learnzillion.com/lessons/122-multiply-fractions-by-whole-numbers-using-repeated-addition)[**Full House: An Invitation to Fractions**](http://www.k-5mathteachingresources.com/support-files/fullhouseaninvitationtofractions.pdf)**Performance Based Task:** [**Chocolate Bar Fractions**](http://schools.nyc.gov/NR/rdonlyres/0C0422CA-DBAF-4476-928F-71102DB2F703/140801/NYCDOE_G4_ChocolateBarFractions_FINAL.pdf)**Student Practice:** [**XP Math: Multiply Fractions**](http://www.xpmath.com/forums/arcade.php?do=play&gameid=110#.UYcsgqLFWSp)  **Instructional Support:** [**Multiply a Fraction with a Whole Number-Visual Models**](http://learnzillion.com/lessons/1429-multiply-a-fraction-by-a-whole-number-using-visual-models-and-repeated-addition)**Student Practice:** [**Models for Fraction Multiplication**](http://www.k-5mathteachingresources.com/support-files/models-for-fraction-multiplication-4nf4a.pdf)[**Fraction Bars Multiplication**](http://fractionbars.com/Multiplication_Game/)Georgia Frameworks - [Unit 4](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-4.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – Unit Common Assessment – Unit 3 - [4th Grade: Unit 3 (Word)](https://instruction.gwinnett.k12.ga.us/content/enforced/58323-MathCommCtr/IRC%202016-2017/ES/4th%20Grade/4th%20Grade_Unit%203.docx?_&d2lSessionVal=8Azgah9YlBnsKZGSYHgMxa460&ou=58323)District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, multiples, time, angles,capacity, area**Anchor Charts**Equivalent FractionsAdd/Subtract Mixed NumbersMultiplying fractions by whole numbers | **Manipulatives**Color Tiles Fraction Towers Fraction CirclesFraction BarsNumber LinesPattern BlocksDeci Blocks**Homework**Week 16 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 2nd** **Week - 17 Dates – 12/4/2017****Learning Targets****Unit – 4 – Fractions: Multiply*** I can solve word problems involving fractions.
* I can multiply a fraction by a whole number.
* I can model multiplying a fraction by a whole number.
 | **AKS****Multiplying a fraction by a whole number*** **19.NF.4** apply and extend previous understanding of multiplication to multiply a fraction by a whole number (e.g., by using a visual such as a number line or area model)
* **20.NF.4\_a.** recognize a fraction a/b as a multiple of 1/b (e.g., use a visual fraction model to represent 5/4as the product of 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4))
* **21.NF.4\_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 (e.g., use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5 (In general, n x (a/b) = (n x a)/b)

**Solving real-world problems by multiplying a fraction by a whole number*** **22.NF.4\_c.** 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. For example, if each person at a party will eat 3/8 of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?)
 | **Vocabulary**FractionsNumeratorsDenominatorCommon fractionsDecimal fractionEquivalentImproperMixed numberSimplest formSimplifyBenchmark fractionCompareEqual (=)Greater than (>)Less than (<)Number line Proper fractionTerm Unit fractionWhole numbersAdditionComposeDecomposeEquivalent fractionsProper fractionStrategySubtractionWholeMultiple | **Textbook Resources**[Lesson 7: Multiples of Unit Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF7.pdf)[Lesson 8: Multiplying Fractions by Whole Numbers](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF8.pdf)**McGraw-Hill/ My Math** **Chapter 9** Lessons 8 and 9 |
| **Teacher Resources:****Technology Resources****Instructional Support:**[**Modeling Multiplication of Fractions and Whole Numbers**](http://learnzillion.com/lessons/126-multiply-fractions-by-whole-numbers-using-models)**Student Practice:** [**Multiplying a Number by a Fraction**](http://www.k-5mathteachingresources.com/support-files/multiplying-a-number-by-a-fraction.pdf) **Instructional Support:** [**Solving Word Problems with Multiplying Fractions**](http://learnzillion.com/lessons/1430-solve-word-problems-involving-multiplying-a-fraction-by-a-whole-number)**Performance Based Task:** [**Sugar in 6 Cans of Soda**](http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/000/857/original/illustrative_mathematics_857.pdf?1345581674)[**Word Problem Cards: Multiply Fractions by Whole Numbers**](http://www.k-5mathteachingresources.com/support-files/wholenumberxfractionwordproblems.pdf)[**The Cajun Chili Caper**](http://teacher.scholastic.com/maven/chili/index.htm)Georgia Frameworks - [Unit 4](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-4.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – Unit Common Assessment # \_\_\_\_District Assessment – Semester 1 | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, multiples, time, angles,capacity, area**Anchor Charts**Equivalent FractionsAdd/Subtract Mixed NumbersMultiplying fractions by whole numbers | **Manipulatives**Color Tiles Fraction Towers Fraction CirclesFraction BarsNumber LinesPattern BlocksDeci Blocks**Homework**Week 17 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 2nd****Week - 18 Dates – 12/11/2017 – 12/20/2017****Learning Targets****Unit – 4 – Fractions: Multiply*** I can solve word problems involving fractions.
* I can multiply a fraction by a whole number.
* I can model multiplying a fraction by a whole number.
 | **AKS****Multiplying a fraction by a whole number*** **19.NF.4** apply and extend previous understanding of multiplication to multiply a fraction by a whole number (e.g., by using a visual such as a number line or area model)
* **20.NF.4\_a.** recognize a fraction a/b as a multiple of 1/b (e.g., use a visual fraction model to represent 5/4as the product of 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4))
* **21.NF.4\_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 (e.g., use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5 (In general, n x (a/b) = (n x a)/b)

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| **Teacher Resources:****Technology Resources****Instructional Support:**[**Modeling Multiplication of Fractions and Whole Numbers**](http://learnzillion.com/lessons/126-multiply-fractions-by-whole-numbers-using-models)**Student Practice:** [**Multiplying a Number by a Fraction**](http://www.k-5mathteachingresources.com/support-files/multiplying-a-number-by-a-fraction.pdf) **Instructional Support:** [**Solving Word Problems with Multiplying Fractions**](http://learnzillion.com/lessons/1430-solve-word-problems-involving-multiplying-a-fraction-by-a-whole-number)**Performance Based Task:** [**Sugar in 6 Cans of Soda**](http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/000/857/original/illustrative_mathematics_857.pdf?1345581674)[**Word Problem Cards: Multiply Fractions by Whole Numbers**](http://www.k-5mathteachingresources.com/support-files/wholenumberxfractionwordproblems.pdf)[**The Cajun Chili Caper**](http://teacher.scholastic.com/maven/chili/index.htm) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, multiples, time, angles,capacity, area**Anchor Charts**Equivalent FractionsAdd/Subtract Mixed NumbersMultiplying fractions by whole numbers | **Manipulatives**Color Tiles Fraction Towers Fraction CirclesFraction BarsNumber LinesPattern BlocksDeci Blocks**Homework**Week 18 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |



Fourth Grade Math Framework – 3rd Nine Weeks 2017-2018

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| --- | --- | --- | --- |
| **Quarter – 3rd****Week - 19 Dates – 1/3- 4, 1/8/2018****Learning Targets****Unit – 5 Fractions and Decimals*** I can express a fraction with denominator 10 as an equivalent fraction with denominator 100.
* I can use decimal notation for fractions with denominators 10 or 100.
* I can compare two decimals to hundredths by reasoning about their size.
 | **AKS****Understand the relationship between fractions and decimals*** **23.NF.5** express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 (e.g., express 3/10 as 30/100 and add 3/10 + 4/100 = 34/100)
* **24.NF.6** use decimal notation for fractions with denominators 10 or 100 (e.g., rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram)

**Compare decimals*** **25.NF.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)
 | **Vocabulary**Fractions Numerator DenominatorsStrategiesCommon fractionsSimplest formGreatest Common FactorDecimalCompare OrderDecimal point Equal (=)EquivalentHundredthsMultiplication/multiply ReasoningTenthsTermUnit fractionWhole numbersMultiple | **Textbook Resources**[Lesson 9: Composing Decimal Fractions](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF9.pdf)[Lesson 10: Fractions and Decimals](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_NF10.pdf)**McGraw-Hill/ My Math** **Chapter 10**Lessons 1-10 |
| **Teacher Resources:****Technology Resources****Instructional Support:** [**Add Tenths & Hundredths by Creating Equivalent Fractions**](http://learnzillion.com/lessons/1428-add-tenths-and-hundredths-by-creating-equivalent-fractions)[**Add Fractions with Tenths and Hundredths**](http://learnzillion.com/lessons/351-add-fractions-with-tenths-and-hundredths-denominators)**Performance Based Task:** [**Fraction Equivalence**](file:///C%3A%5CDocuments%20and%20Settings%5Ce198610383%5CDesktop%5C12-13%20Inst%20Res%20Cal%20Proj%5CIRC%20Calendar%20Proj%5C3rd%20Nine%20Weeks%5CFraction%20Equivalence)[**Adding Tenths & Hundredths**](http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/000/153/original/illustrative_mathematics_153.pdf?1343856861)[**Tenths & Hundredths**](http://www.nzmaths.co.nz/sites/default/files/HundredthsPracticeSheet.pdf)[**Word Problem Cards-Equivalent Fractions with 100 & 10**](http://www.k-5mathteachingresources.com/support-files/equivalent-fractions-with-a-denominator-of-100-problems.pdf) **Student Practice:** [**Sums of 1**](http://www.k-5mathteachingresources.com/support-files/sumsof1.pdf)Georgia Frameworks - [Unit 5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-5.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – Unit Common Assessment – Unit 4 - [4th Grade: Unit 4 (Word)](https://instruction.gwinnett.k12.ga.us/content/enforced/58323-MathCommCtr/IRC%202016-2017/ES/Fourth%20Grade/4th%20Grade_Unit%204.docx?_&d2lSessionVal=JVO3rfCSkOC9CqniyE04HI1QU&ou=58323)District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, time, angles, capacity, area, perimeter, measurement within input/output, shapes**Anchor Charts**Fractions as DecimalsDecimals ChartDecimals Concepts | **Manipulatives**Base Ten BlocksHundred chartsPlace Value ChartsMoney**Homework**Week 19 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 3rd – MLK Holiday – 1/15/18****Week - 20 Dates – 1/15/2018****Learning Targets****Unit – 5 Fractions and Decimals*** I can express a fraction with denominator 10 as an equivalent fraction with denominator 100.
* I can use decimal notation for fractions with denominators 10 or 100.
* I can compare two decimals to hundredths by reasoning about their size.
 | **AKS****Understand the relationship between fractions and decimals*** **23.NF.5** express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 (e.g., express 3/10 as 30/100 and add 3/10 + 4/100 = 34/100)
* **24.NF.6** use decimal notation for fractions with denominators 10 or 100 (e.g., rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram)

**Compare decimals*** **25.NF.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)
 | **Vocabulary**Fractions Numerator DenominatorsStrategiesCommon fractionsSimplest formGreatest Common FactorDecimalCompare OrderDecimal point Equal (=)EquivalentHundredthsMultiplication/multiply ReasoningTenthsTermUnit fractionWhole numbersMultiple | **Textbook Resources**[4-24 Equivalent Fractions with Denominators in Base Ten](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6800/cad43441966d2324b3e1148fc897eec6)[4-25 Equivalent Fractions and Decimals with Denominators in Base Ten](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6801/cad43441966d2324b3e1148fc897eec6)**McGraw-Hill/ My Math** **Chapter 10**Lessons 1-10 |
| **Teacher Resources:****Instructional Support:** [**Convert Fractions to Decimals using Visual Aids**](http://learnzillion.com/lessons/1426-convert-fractions-to-decimals-to-the-tenths-place-using-visual-aids-and-division)[**Convert to the tenths place**](http://learnzillion.com/lessons/1424-convert-decimals-to-fractions-to-the-tenths-place-using-number-lines)[**Convert to the hundredths place**](http://learnzillion.com/lessons/1427-convert-fractions-to-decimals-to-the-hundredths-place-using-division)[**Guess the Number on the Line**](http://www.wmnet.org.uk/wmnet/custom/files_uploaded/uploaded_resources/853/numberlinev2.swf)**Performance Based Task:** [**Expanded Fractions & Decimals**](http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/000/145/original/illustrative_mathematics_145.pdf?1355862522)[**Dimes & Pennies**](http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/000/152/original/illustrative_mathematics_152.pdf?1343856862)[**Decimal Riddles**](http://www.k-5mathteachingresources.com/support-files/decimalriddles.pdf)Georgia Frameworks - [Unit 5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-5.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESQuick Check – YESUnit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, time, angles, capacity, area, perimeter, measurement within input/output, shapes**Anchor Charts**Fractions as DecimalsDecimals ChartDecimals Concepts | **Manipulatives**Base Ten BlocksHundred chartsPlace Value ChartsMoney**Homework**Week 20 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 3rd****Week - 21 Dates – 1/22/2018****Learning Targets****Unit – 5 Fractions and Decimals*** I can express a fraction with denominator 10 as an equivalent fraction with denominator 100.
* I can use decimal notation for fractions with denominators 10 or 100.
* I can compare two decimals to hundredths by reasoning about their size.
 | **AKS****Understand the relationship between fractions and decimals*** **23.NF.5** express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 (e.g., express 3/10 as 30/100 and add 3/10 + 4/100 = 34/100)
* **24.NF.6** use decimal notation for fractions with denominators 10 or 100 (e.g., rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram)

**Compare decimals*** **25.NF.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)
 | **Vocabulary**Fractions Numerator DenominatorsStrategiesCommon fractionsSimplest formGreatest Common FactorDecimalCompare OrderDecimal point Equal (=)EquivalentHundredthsMultiplication/multiply ReasoningTenthsTermUnit fractionWhole numbersMultiple | **Textbook Resources**[IM: How Many Tenths and Hundredths?](https://www.illustrativemathematics.org/content-standards/4/NF/C/5/tasks/103)[IM: Expanding Fractions and Decimals](https://www.illustrativemathematics.org/content-standards/4/NF/C/5/tasks/145)[IM: Dimes and Pennies](https://www.illustrativemathematics.org/content-standards/4/NF/C/5/tasks/152)[IM: Adding Tenths and Hundredths](https://www.illustrativemathematics.org/content-standards/4/NF/C/5/tasks/153)**McGraw-Hill/ My Math** **Chapter 10**Lessons 1-10 |
| **Teacher Resources:****Student Practice:** [**Decimals in Money**](http://www.k-5mathteachingresources.com/support-files/decimalsinmoney.pdf)[**Representing Decimals in BTB**](http://www.k-5mathteachingresources.com/support-files/representingdecimalswithbase10blocks.pdf)[**Puppy Chase Decimals**](http://www.mathplayground.com/ASB_Puppy_Chase_Decimals.html)[**Study Jams: Decimal Number Lines**](http://studyjams.scholastic.com/studyjams/jams/math/decimals-percents/place-decimal-number-line.htm)[**Decimal Tenths Game**](http://www.sheppardsoftware.com/mathgames/decimals/DecimalModels10.htm)[**Decimal Hundredths Game**](http://www.sheppardsoftware.com/mathgames/decimals/DecimalModels.htm)[**Decimal Place Value**](http://www.sheppardsoftware.com/mathgames/decimals/scooterQuestDecimal.htm)[**Decimal Tank: Fractions to Decimals**](http://www.toonuniversity.com/flash.asp?err=198&engine=)[**Decimals to Fractions**](http://www.onlinemathlearning.com/decimals-to-fractions.html)Georgia Frameworks - [Unit 5](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-5.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, time, angles, capacity, area, perimeter, measurement within input/output, shapes**Anchor Charts**Fractions as DecimalsDecimals ChartDecimals Concepts | **Manipulatives**Base Ten BlocksHundred chartsPlace Value ChartsMoney**Homework**Week 21 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 3rd****Week - 22 Dates – 1/29/2018****Learning Targets****Unit – 6 - Geometry*** I can draw and identify geometric basics.
* I can identify and classify 2-D figures.
* I can classify 2-D figures by line segments and angles.
* I can recognize lines of symmetry.
* I can draw lines of symmetry with in 2D shapes.

[4-27 Attributes of Shapes](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6803/cad43441966d2324b3e1148fc897eec6)[4-28 Properties of Two-Dimensional Figures](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6804/cad43441966d2324b3e1148fc897eec6)[4-29 Properties of Two-Dimensional Figures](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6805/cad43441966d2324b3e1148fc897eec6)[4-30 Symmetry](http://manager.classworks.com/gwinnett.k12.ga.us/practice/#/unit/6806/cad43441966d2324b3e1148fc897eec6) | **AKS****Unit 6: Geometry** **attributes of plane figures*** **36.G.1** draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures

**Classify plane figures based on attributes** * **37.G.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

**Identify and draw lines of symmetry in plane figures*** **38.G.3** recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry
 | **Vocabulary**AnglesAcuteObtuseRight FaceEdge2-dimensionalLine segmentsGeometrySidesPolygonQuadrilateralsAngle measureProtractorEquilateral triangleIsosceles triangleLineLine of symmetryParallel linesParallelogramPerpendicular lines Plane figurePointRayRectangle RhombusScalene triangleSquare SymmetryTrapezoid TriangleVertex/vertices | **Textbook Resources**[Lesson 1: Parallel and Perpendicular Lines](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_G1.pdf)[Lesson 2: Plane Shapes](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_G2.pdf)[Lesson 3: Identify and Classify Triangles](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_G3.pdf)**McGraw-Hill/ My Math** **Chapter 14**Lessons 8-10 |
| **Teacher Resources:****Instructional Support:** [**Geoboard Paper**](http://www.k-5mathteachingresources.com/support-files/5x5geoboardpaper.pdf)[**Study Jams: Geometric Lines**](http://studyjams.scholastic.com/studyjams/jams/math/geometry/types-of-lines.htm)[**Math Rocks! Angle Song**](http://www.youtube.com/watch?feature=player_embedded&v=L2rJRDTfN0g)**Performance Based Task:** [**Geoboard Line Segments**](http://www.k-5mathteachingresources.com/support-files/geoboard-line-segments.pdf)[**Angles on the Geoboard**](http://www.k-5mathteachingresources.com/support-files/anglesonthegeoboard.pdf)**Student Practice:** [**Alphabet Lines**](http://www.k-5mathteachingresources.com/support-files/alphabet-lines.pdf)[**Angle Barrier Game**](http://www.k-5mathteachingresources.com/support-files/anglebarriergame.pdf)[**Geometry Angles Game**](http://www.math4children.com/Grade4/games/Geometry/Angles/angles/index.html)[**Measuring Angles: Banana Hunt**](http://www.oswego.org/ocsd-web/games/bananahunt/bhunt.html)[**Flipcard Angle Types**](http://xpmath.com/forums/arcade.php?do=play&gameid=78)[**Angle Saucers**](http://www.toonuniversity.com/flash.asp?err=200)[**Target Alien Angles**](http://www.innovationslearning.co.uk/subjects/maths/activities/year6/angles/game.asp)[**Matho-Geometric Vocabulary Game**](http://www.aplusmath.com/cgi-bin/games/geomatho)[**Quia: Geometric Vocabulary Matching**](http://www.quia.com/mc/805.html)Georgia Frameworks - [Unit 6](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-6.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – Unit Common Assessment – Unit 5 - [4th Grade: Unit 5 (Word)](https://instruction.gwinnett.k12.ga.us/content/enforced/58323-MathCommCtr/IRC%202016-2017/ES/4th%20Grade/4th%20Grade_Unit%205.docx?_&d2lSessionVal=JVO3rfCSkOC9CqniyE04HI1QU&ou=58323)  District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, time, angles, capacity, area, perimeter, measurement within input/output, shapes**Anchor Charts**Geometry Concepts2D ShapesSymmetryQuadrilateralsTriangles | **Manipulatives**Pattern BlocksShapes Tangrams**Homework**Week 22 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 3rd****Week - 23 Dates – 2/5/2018****Learning Targets****Unit – 6 - Geometry*** I can draw and identify geometric basics.
* I can identify and classify 2-D figures.
* I can classify 2-D figures by line segments and angles.
* I can recognize lines of symmetry.
* I can draw lines of symmetry with in 2D shapes.
 | **AKS****Unit 6: Geometry** **attributes of plane figures*** **36.G.1** draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures

**Classify plane figures based on attributes** * **37.G.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

**Identify and draw lines of symmetry in plane figures*** **38.G.3** recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry
 | **Vocabulary**AnglesAcuteObtuseRight FaceEdge2-dimensionalLine segmentsGeometrySidesPolygonQuadrilateralsAngle measureProtractorEquilateral triangleIsosceles triangleLineLine of symmetryParallel linesParallelogramPerpendicular lines Plane figurePointRayRectangle RhombusScalene triangleSquare SymmetryTrapezoid TriangleVertex/vertices | **Textbook Resources**[Lesson 4: Line Symmetry](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_G4.pdf)[Lesson 5: Symmetrical Figures](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_G5.pdf)**McGraw-Hill/ My Math** **Chapter 14**Lessons 8-10 |
| **Teacher Resources:****Instructional Support:** [**Rectangles & Parallelograms**](http://illuminations.nctm.org/LessonDetail.aspx?id=L350)[**Shape Up**](http://illuminations.nctm.org/LessonDetail.aspx?id=L813)[**2-D Shape Cards**](http://www.k-5mathteachingresources.com/support-files/2dshapecards.pdf)[**Polygon Sort Sheet**](http://www.k-5mathteachingresources.com/support-files/polygoncutandsortsheet.pdf)[**Quadrilateral Cutouts**](http://www.k-5mathteachingresources.com/support-files/quadrilateralscutouts.pdf)[**Identifying characteristics**](http://fcit.usf.edu/math/resource/perftsk2/geometry.htm)**Performance Based Task:** [**Quilt Making**](http://insidemathematics.org/common-core-math-tasks/4th-grade/4-2008%20Quilt%20Making.pdf)[**Piece it Together**](http://insidemathematics.org/problems-of-the-month/pom-pieceittogether.pdf)[**Are these right?**](http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/273/original/illustrative_mathematics_1273.pdf?1364597818)[**Finding Unknown Angles**](http://s3.amazonaws.com/illustrativemathematics/illustration_pdfs/000/001/168/original/illustrative_mathematics_1168.pdf?1365795913)[**What Shape?**](http://nrich.maths.org/6986/note)[**Classify 2-D Figures**](http://www.k-5mathteachingresources.com/support-files/classifying-2d-shapes.pdf)[**Constructing Quadrilaterals**](http://www.k-5mathteachingresources.com/support-files/constructingquadrilaterals.pdf)[**Quadrilateral Criteria**](http://www.k-5mathteachingresources.com/support-files/quadrilateralcriteria.pdf)**Student Practice:** [**Polygon Sort**](http://www.crickweb.co.uk/ks2numeracy-shape-and-weight.html)[**Quadrilateral Quest**](http://teams.lacoe.edu/documentation/classrooms/amy/geometry/6-8/activities/quad_quest/quad_quest.html)[**2-D Shape Properties Matching**](http://www.ngfl-cymru.org.uk/gp/pupils/maths/2Dshapes.htm)[**Quadrilateral Card Game**](http://nrich.maths.org/2924)Georgia Frameworks - [Unit 6](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th-Math-Unit-6.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, time, angles, capacity, area, perimeter, measurement within input/output, shapes**Anchor Charts**Geometry Concepts2D ShapesSymmetryQuadrilateralsTriangles | **Manipulatives**Pattern BlocksShapes Tangrams**Homework**Week 23 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 3rd****Week - 24 Dates – 2/12/2018****Learning Targets****Unit – 7 - Measurement*** I can measure angles in degrees.
* I can draw angles.
* I can recognize that an angle is measured with reference to a circle with its center at the common endpoint of the rays.
* I can explain angle measure as additive.
* I can find unknown angles.

**.** | **AKS****Unit 7: Measurement** **Understand angle measurement*** **30.MD.5** recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement
* **31.MD.5\_a.** recognize that 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 1/360 of a circle is called a “one-degree angle”, and can be used to measure angles
* **32.MD.5\_b.** recognize that an angle that turns through “n” one-degree angles is said to have an angle measure of “n” degrees
* **33.MD.6** measure and draw angles using tools such as a protractor or angle ruler
* **34.MD.7** recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems(e.g., by using an equation with a symbol or letter for the unknown angle measure)
 | **Vocabulary**acute angleadditiveangleangle rulerinterior anglereflex angleright anglestraight angleobtuse angleProtractorDegrees | **Textbook Resources**[Lesson 2: Understanding Angles](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_MD2.pdf)[Lesson 3: Measure and Classify Angles](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_MD3.pdf)[Lesson 4: Tessellation Angles](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_MD4.pdf)**McGraw-Hill/ My Math** **Chapter 11**Lessons 1-10**Chapter 12**Lessons 1-6**Chapter 13**Lessons 1-5**Chapter 14****Lessons 3-7** |
| **Teacher Resources:****Instructional Support:** [**Youtube: Finding Angle Measures**](http://www.youtube.com/watch?v=MzonfT6-8t0)[**Youtube: Finding Missing Angles**](http://www.youtube.com/watch?v=z8BoVhTkaBw)**Performance Based Task:** [**Word Problem Cards**](http://www.k-5mathteachingresources.com/support-files/anglewordproblems.pdf)[**How Many Degrees?**](http://www.k-5mathteachingresources.com/support-files/hiwmanydegrees.pdf) [**Angles in a Right triangle**](http://www.k-5mathteachingresources.com/support-files/anglesinarighttriangle.pdf)**Student Practice:** [**Banana Hunt**](http://www.oswego.org/ocsd-web/games/bananahunt/bhunt.html)Angles Georgia Frameworks - [Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – YESUnit Common Assessment – Unit 6 [4th Grade: Unit 6 (Word)](https://instruction.gwinnett.k12.ga.us/content/enforced/58323-MathCommCtr/IRC%202016-2017/ES/Fourth%20Grade/4th%20Grade_Unit%206.docx?_&d2lSessionVal=JVO3rfCSkOC9CqniyE04HI1QU&ou=58323) District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, time, angles, capacity, area, perimeter, measurement within input/output, **Anchor Charts**AnglesCirclesClock and Compass as Circles | **Manipulatives**Circle FractionsProtractorsPlate Protractors**Homework**Week 24 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 3rd****Week - 25 Dates – 2/19/2018****Learning Targets****Unit – 7 Measurement*** I can measure angles in degrees.
* I can draw angles.
* I can recognize that an angle is measured with reference to a circle with its center at the common endpoint of the rays.
* I can explain angle measure as additive.
* I can find unknown angles.
 | **AKS****Unit 7: Measurement** **Understand angle measurement*** **30.MD.5** recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement
* **31.MD.5\_a.** recognize that 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 1/360 of a circle is called a “one-degree angle”, and can be used to measure angles
* **32.MD.5\_b.** recognize that an angle that turns through “n” one-degree angles is said to have an angle measure of “n” degrees
* **33.MD.6** measure and draw angles using tools such as a protractor or angle ruler
* **34.MD.7** recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems(e.g., by using an equation with a symbol or letter for the unknown angle measure)
 | **Vocabulary**acute angleadditiveangleangle rulerinterior anglereflex angleright anglestraight angleobtuse angleProtractorDegrees | **Textbook Resources**[Lesson 2: Understanding Angles](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_MD2.pdf)[Lesson 3: Measure and Classify Angles](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_MD3.pdf)[Lesson 4: Tessellation Angles](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_MD4.pdf)**McGraw-Hill/ My Math** **Chapter 11**Lessons 1-10**Chapter 12**Lessons 1-6**Chapter 13**Lessons 1-5**Chapter 14****Lessons 3-7** |
| **Teacher Resources:****Instructional Support:** [**Youtube: Finding Angle Measures**](http://www.youtube.com/watch?v=MzonfT6-8t0)[**Youtube: Finding Missing Angles**](http://www.youtube.com/watch?v=z8BoVhTkaBw)**Performance Based Task:** [**Word Problem Cards**](http://www.k-5mathteachingresources.com/support-files/anglewordproblems.pdf)[**How Many Degrees?**](http://www.k-5mathteachingresources.com/support-files/hiwmanydegrees.pdf) [**Angles in a Right triangle**](http://www.k-5mathteachingresources.com/support-files/anglesinarighttriangle.pdf)**Student Practice:** [**Banana Hunt**](http://www.oswego.org/ocsd-web/games/bananahunt/bhunt.html)Angles Georgia Frameworks - [Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, preview geometry, time, angles, capacity, area, perimeter, measurement within input/output, **Anchor Charts**AnglesCirclesClock and Compass as Circles | **Manipulatives**Circle FractionsProtractorsPlate Protractors**Homework**Week 25 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 3rd****Week - 26 Dates – 2/26/2018****Learning Targets****Unit – 7 Measurement*** I can apply the area and perimeter formulas for rectangles in real world and mathematical problems.
* I can 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.
* I can recognize area as additive.
 | **AKS****Unit 7: Measurement** **Area and perimeter*** **28.MD.3** apply the area and perimeter formulas for rectangles in real-world and mathematical problems (e.g., 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)
* **35.MD.8** recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying the technique to solve real world problems
 | **Vocabulary**AreaLengthWidthHeightFormulaDimensionsSquare unitsUnitPerimeter | **Textbook Resources**[Lesson 1: Perimeter and Area](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_MD1.pdf)[Lesson 10: Area of Irregular Figures](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%203/e78864_CCE_3_MD10.pdf)**McGraw-Hill/ My Math** **Chapter 11**Lessons 1-10**Chapter 12**Lessons 1-6**Chapter 13**Lessons 1-5**Chapter 14****Lessons 3-7** |
| **Teacher Resources:**[**Youtube: Area of Complex Figures**](http://www.youtube.com/watch?feature=player_embedded&v=gXNum7RnQYo)[**Areas of Rectangles**](http://www.nzmaths.co.nz/resource/areas-rectangles)[**Using Square Units**](http://learnzillion.com/lessons/1154-cover-the-area-of-a-shape-using-square-units)[**Find the Length**](http://learnzillion.com/lessons/1672-use-squares-to-find-side-length-of-a-square)[**Find the Perimeter with Missing Lengths**](http://learnzillion.com/lessons/1320-find-perimeter-with-missing-side-lengths)**Performance Based Task:** [**Shape Up!**](http://balancedassessments.concord.org/docs/e009.pdf)[**Gardens of Delight**](http://balancedassessments.concord.org/docs/e019.pdf)[**Deer in the Park**](http://ccsstoolbox.agilemind.com/parcc/elementary_3770_1.html)[**Finding the Area**](http://fcit.usf.edu/math/resource/perftsk2/multwhol.htm)[**The Incredible Shrinking Garden**](http://teacher.scholastic.com/maven/garden/index.htm)[**How Much Room?**](http://www.nzmaths.co.nz/resource/how-much-room?parent_node=)**Student Practice:** [**Shape Surveyor**](http://www.funbrain.com/poly/index.html)[**Determine the Area & Perimeter**](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/perimeter_and_area/index.html)[**Adam Ant: Perimeter**](http://www.beaconlearningcenter.com/WebLessons/AdamAnt/page1.htm)[**Area Explorer**](http://www.shodor.org/interactivate/activities/AreaExplorer/?version=1.6.0_05&browser=Mozilla&vendor=Sun_Microsystems_Inc.)[**Perimeter Explorer**](http://www.shodor.org/interactivate/activities/PerimeterExplorer/)[**Area of Parallelograms**](http://www.xpmath.com/forums/arcade.php?do=play&gameid=11#.UYc7W6LFWSo)[**Find the Area**](http://www.bbc.co.uk/bitesize/ks3/maths/measures/area/activity/)[**Perimeter**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/perimeter.htm)[**Area of a Parallelogram**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/area-parallelogram.htm)[**Area of Squares & Rectangles**](http://www.buzzmath.com/Docs/#CC06E150)Georgia Frameworks - [Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YSTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, time, angles, capacity, area, perimeter, measurement within input/output, prime and composite**Anchor Charts**AreaPerimeter | **Manipulatives**Base Ten BlocksHundred ChartsRulersColor tiles**Homework**Week 26 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 4th****Week - 27 Dates – 3/5/2018****Learning Targets****Unit – 7 Measurement*** I can apply the area and perimeter formulas for rectangles in real world and mathematical problems.
* I can 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.
* I can recognize area as additive.
 | **AKS****Unit 7: Measurement** **Area and perimeter*** **28.MD.3** apply the area and perimeter formulas for rectangles in real-world and mathematical problems (e.g., 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)
* **35.MD.8** recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying the technique to solve real world problems
 | **Vocabulary**AreaLengthWidthHeightFormulaDimensionsSquare unitsUnitPerimeter | **Textbook Resources**[Lesson 1: Perimeter and Area](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%204/e78864_CCE_4_MD1.pdf)[Lesson 10: Area of Irregular Figures](http://www.hand2mind.com/pdf/hos/hos-cce-online/e78864_HOS_CCE_Grade%203/e78864_CCE_3_MD10.pdf)**McGraw-Hill/ My Math** **Chapter 11**Lessons 1-10**Chapter 12**Lessons 1-6**Chapter 13**Lessons 1-5**Chapter 14****Lessons 3-7** |
| **Teacher Resources:**[**Youtube: Area of Complex Figures**](http://www.youtube.com/watch?feature=player_embedded&v=gXNum7RnQYo)[**Areas of Rectangles**](http://www.nzmaths.co.nz/resource/areas-rectangles)[**Using Square Units**](http://learnzillion.com/lessons/1154-cover-the-area-of-a-shape-using-square-units)[**Find the Length**](http://learnzillion.com/lessons/1672-use-squares-to-find-side-length-of-a-square)[**Find the Perimeter with Missing Lengths**](http://learnzillion.com/lessons/1320-find-perimeter-with-missing-side-lengths)**Performance Based Task:** [**Shape Up!**](http://balancedassessments.concord.org/docs/e009.pdf)[**Gardens of Delight**](http://balancedassessments.concord.org/docs/e019.pdf)[**Deer in the Park**](http://ccsstoolbox.agilemind.com/parcc/elementary_3770_1.html)[**Finding the Area**](http://fcit.usf.edu/math/resource/perftsk2/multwhol.htm)[**The Incredible Shrinking Garden**](http://teacher.scholastic.com/maven/garden/index.htm)[**How Much Room?**](http://www.nzmaths.co.nz/resource/how-much-room?parent_node=)**Student Practice:** [**Shape Surveyor**](http://www.funbrain.com/poly/index.html)[**Determine the Area & Perimeter**](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/perimeter_and_area/index.html)[**Adam Ant: Perimeter**](http://www.beaconlearningcenter.com/WebLessons/AdamAnt/page1.htm)[**Area Explorer**](http://www.shodor.org/interactivate/activities/AreaExplorer/?version=1.6.0_05&browser=Mozilla&vendor=Sun_Microsystems_Inc.)[**Perimeter Explorer**](http://www.shodor.org/interactivate/activities/PerimeterExplorer/)[**Area of Parallelograms**](http://www.xpmath.com/forums/arcade.php?do=play&gameid=11#.UYc7W6LFWSo)[**Find the Area**](http://www.bbc.co.uk/bitesize/ks3/maths/measures/area/activity/)[**Perimeter**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/perimeter.htm)[**Area of a Parallelogram**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/area-parallelogram.htm)[**Area of Squares & Rectangles**](http://www.buzzmath.com/Docs/#CC06E150)Georgia Frameworks - [Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, time, angles, capacity, area, perimeter, measurement within input/output, prime and composite**Anchor Charts**AreaPerimeter | **Manipulatives**Base Ten BlocksHundred ChartsRulersColor tiles**Homework**Week 27 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |









Fourth Grade Math Framework – 4th Nine Weeks 2017-2018

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| **Quarter – 4th****Week - 28 Dates – 3/12/2018****Learning Targets****Unit – 7 Measurement*** I can make line plots to display a data set.
* I can solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots.
* I can find and interpret the difference in length between the longest and shortest specimens in an insect collection.
 | **AKS****Unit 7: Measurement** **Analyze and create line plots*** **29.MD.4** make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection)
 | **Vocabulary**Line PlotFractionNumber lineLongestShortestCollectionSpecimen | **Textbook Resources****Illustrative Mathematics**[IM: Button Diameters](https://www.illustrativemathematics.org/content-standards/4/MD/B/4/tasks/1039)**McGraw-Hill/ My Math** **Chapter 11**Lessons 1-10**Chapter 12**Lessons 1-6**Chapter 13**Lessons 1-5**Chapter 14****Lessons 3-7** |
| **Teacher Resources:****Instructional Support:** [**Interactive Line Plots**](http://www.learner.org/courses/learningmath/data/session5/part_c/index.html)[**Youtube: Line Plots With Fractions**](http://www.youtube.com/watch?v=WS0aI6-mnzg)[**Youtube: Make & Interpret Line Plots**](http://www.youtube.com/watch?v=L-spnWWAWbo)**Performance Based Task:** [**Line Plots: Frogs in Flight**](http://www.nsa.gov/academia/_files/collected_learning/elementary/data_analysis/line-plots_frogs-in-flight.pdf)[**Length of Ants Line Plot**](https://docs.google.com/file/d/0B9vx0dToowQXMzc1MGY1NjctYzA1My00Y2ViLWJkOTMtOWRlY2I2NmZmZjEx/edit?hl=en_US&pli=1)[**Bugs, Giraffes, Elephants and More...**](https://docs.google.com/file/d/0B9vx0dToowQXSWpIYWVTUVlHclk/edit?pli=1)**Student Practice:** [**Line Plots Game**](http://www.to14.com/game.php?id=4d486a31e9586)[**Line Plot Practice**](http://www.glencoe.com/sites/common_assets/mathematics/mc2/cim/interactive_labs/M2_02/M2_02_dev_100.html)[**Reading Line Plots (1)**](http://commoncoresheets.com/Math/Line%20Plots/Reading%20-%20E/Line%20Plots-Reading%20-%20E-All.pdf)[**Reading Line Plots (2)**](http://commoncoresheets.com/Math/Line%20Plots/Reading%20-%20E/Line%20Plots-Reading%20-%20E-2.pdf)[**Matching Graphs to Line Plots**](http://commoncoresheets.com/Math/Line%20Plots/Graphs%20to%20Plots/Graphs%20to%20Plots-All.pdf)[**Interpret Line Plots (1)**](http://commoncoresheets.com/Math/Line%20Plots/Interpreting%20-%20E/Line%20Plots-Interpreting%20-%20E-All.pdf)[**Interpret Line Plots (2)**](http://commoncoresheets.com/Math/Line%20Plots/Interpreting%20-%20M/Line%20Plots-Interpreting%20-%20M-All.pdf)[**Interpret Line Plots (3)**](http://commoncoresheets.com/Math/Line%20Plots/Interpreting%20-%20H/Line%20Plots-Interpreting%20-%20H-All.pdf)Georgia Frameworks - [Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment 3rd nine Weeks | **Calendar/****Number Talks**Patterns, Daily depositor, time, angles, capacity, area, perimeter, measurement within input/output, prime and composite**Anchor Charts**Line Plots | **Manipulatives**Number LinesFraction Bars**Homework**Week 28 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 4th****Week - 29 Dates – 3/19/2018****Learning Targets****Unit – 7 Measurement*** I can make line plots to display a data set.
* I can solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots.
* I can find and interpret the difference in length between the longest and shortest specimens in an insect collection.
 | **AKS****Analyze and create line plots*** **29.MD.4** make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection)
 | **Vocabulary**Line PlotFractionNumber lineLongestShortestCollectionSpecimen | **Textbook Resources**[Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf)What's the Story?**McGraw-Hill/ My Math** **Chapter 11**Lessons 1-10**Chapter 12**Lessons 1-6**Chapter 13**Lessons 1-5**Chapter 14****Lessons 3-7** |
| **Teacher Resources:****Instructional Support:** [**Interactive Line Plots**](http://www.learner.org/courses/learningmath/data/session5/part_c/index.html)[**Youtube: Line Plots With Fractions**](http://www.youtube.com/watch?v=WS0aI6-mnzg)[**Youtube: Make & Interpret Line Plots**](http://www.youtube.com/watch?v=L-spnWWAWbo)**Performance Based Task:** [**Line Plots: Frogs in Flight**](http://www.nsa.gov/academia/_files/collected_learning/elementary/data_analysis/line-plots_frogs-in-flight.pdf)[**Length of Ants Line Plot**](https://docs.google.com/file/d/0B9vx0dToowQXMzc1MGY1NjctYzA1My00Y2ViLWJkOTMtOWRlY2I2NmZmZjEx/edit?hl=en_US&pli=1)[**Bugs, Giraffes, Elephants and More...**](https://docs.google.com/file/d/0B9vx0dToowQXSWpIYWVTUVlHclk/edit?pli=1)**Student Practice:** [**Line Plots Game**](http://www.to14.com/game.php?id=4d486a31e9586)[**Line Plot Practice**](http://www.glencoe.com/sites/common_assets/mathematics/mc2/cim/interactive_labs/M2_02/M2_02_dev_100.html)[**Reading Line Plots (1)**](http://commoncoresheets.com/Math/Line%20Plots/Reading%20-%20E/Line%20Plots-Reading%20-%20E-All.pdf)[**Reading Line Plots (2)**](http://commoncoresheets.com/Math/Line%20Plots/Reading%20-%20E/Line%20Plots-Reading%20-%20E-2.pdf)[**Matching Graphs to Line Plots**](http://commoncoresheets.com/Math/Line%20Plots/Graphs%20to%20Plots/Graphs%20to%20Plots-All.pdf)[**Interpret Line Plots (1)**](http://commoncoresheets.com/Math/Line%20Plots/Interpreting%20-%20E/Line%20Plots-Interpreting%20-%20E-All.pdf)[**Interpret Line Plots (2)**](http://commoncoresheets.com/Math/Line%20Plots/Interpreting%20-%20M/Line%20Plots-Interpreting%20-%20M-All.pdf)[**Interpret Line Plots (3)**](http://commoncoresheets.com/Math/Line%20Plots/Interpreting%20-%20H/Line%20Plots-Interpreting%20-%20H-All.pdf)Georgia Frameworks - [Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, time, angles, capacity, area, perimeter, measurement within input/output, prime and composite**Anchor Charts**Line Plots | **Manipulatives**Number LinesFraction Bars**Homework**Week 29 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 4th****Week - 30 Dates – 3/26/2018****Learning Targets****Unit – 7 Measurement*** I can explain how fluid ounces, cups, pints, quarts, and gallons are related.
* I can measure capacity in fluid ounces, cups, pints, quarts, and gallons.
* I can estimate and measure capacity.
* I can compare customary measures of fluid ounces, cups, pints, quarts, and gallons.
* I can compare metric measures of milliliters and liters.
* I can solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
* I can represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale
 | **AKS****Compare units of measure within a system*** **26.MD.1** know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Understand the relationship between gallons, cups, quarts and pints. Express larger units in terms of smaller units within the same measurement system. Record measurement equivalents in a two column table

**Solve word problems using various forms of measurement****27.MD.2** use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale | **Vocabulary**centimeter(cm)circle cup (c)datadata setdecomposefoot (ft)gallon (gal)gram (g)kilogram (kg)kilometer (km)liter (L)massmeter (m)metricmile (mi)milliliter (mL)ounce (oz)pint (pt)pound (lb)quart (qt)ray sum tonweightyard (yd) | **Textbook Resources****Illustrative Mathematics**[IM: Who is the Tallest?](https://www.illustrativemathematics.org/content-standards/4/MD/A/1/tasks/1508)**McGraw-Hill/ My Math** **Chapter 11**Lessons 1-10**Chapter 12**Lessons 1-6**Chapter 13**Lessons 1-5**Chapter 14****Lessons 3-7** |
| **Teacher Resources:****Instructional Support:** [**Cups, Pints, Quarts, and Gallons**](http://www.youtube.com/watch?feature=player_embedded&v=GSCjrDLIvjc)[**Youtube: Customary Capacity**](http://www.youtube.com/watch?v=RpRC78Cwz0c)**Performance Based Task:**[**How Much Cereal?**](http://www.nzmaths.co.nz/resource/how-much-cereal?parent_node=)[**Party Volumes**](http://www.nzmaths.co.nz/resource/party-volumes?parent_node=)[**Making Benchmarks with Volume**](http://www.nzmaths.co.nz/resource/making-benchmarks-volume?parent_node=)**Student Practice:** [**Cups to Quarts Matching**](http://www.sheppardsoftware.com/mathgames/measurement/MeasurementCups.htm)[**Artie Ounces Soda Machine**](http://mrnussbaum.com/soda-play/)[**Liters & Milliliter Matching**](http://www.sheppardsoftware.com/mathgames/measurement/MeasurementLiters.htm) Georgia Frameworks - [Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, time, angles, capacity, area, perimeter, measurement within input/output, prime and composite**Anchor Charts**Gallon ManBig GMeasurement Concepts | **Manipulatives**ContainersRulersReal Life Measuring tools**Homework**Week 30 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 4th – SPRING BREAK – 4/2 – 4/6/18****Week - 31 Dates – 4/9/2018****Learning Targets****Unit – 7 Measurement*** I can explain how fluid ounces, cups, pints, quarts, and gallons are related.
* I can measure capacity in fluid ounces, cups, pints, quarts, and gallons.
* I can estimate and measure capacity.
* I can compare customary measures of fluid ounces, cups, pints, quarts, and gallons.
* I can compare metric measures of milliliters and liters.
* I can solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
* I can represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale
 | **AKS****Compare units of measure within a system*** **26.MD.1** know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Understand the relationship between gallons, cups, quarts and pints. Express larger units in terms of smaller units within the same measurement system. Record measurement equivalents in a two column table

**Solve word problems using various forms of measurement*** **27.MD.2** use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale
 | **Vocabulary**centimeter(cm)circle cup (c)datadata setdecomposefoot (ft)gallon (gal)gram (g)kilogram (kg)kilometer (km)liter (L)massmeter (m)metricmile (mi)milliliter (mL)ounce (oz)pint (pt)pound (lb)quart (qt)ray sum tonweightyard (yd) | **Textbook Resources**[IM: Margie Buys Apples](https://www.illustrativemathematics.org/content-standards/4/MD/A/2/tasks/873)**McGraw-Hill/ My Math** **Chapter 11**Lessons 1-10**Chapter 12**Lessons 1-6**Chapter 13**Lessons 1-5**Chapter 14****Lessons 3-7** |
| **Teacher Resources:****Instructional Support:** [**Cups, Pints, Quarts, and Gallons**](http://www.youtube.com/watch?feature=player_embedded&v=GSCjrDLIvjc)[**Youtube: Customary Capacity**](http://www.youtube.com/watch?v=RpRC78Cwz0c)**Performance Based Task:**[**How Much Cereal?**](http://www.nzmaths.co.nz/resource/how-much-cereal?parent_node=)[**Party Volumes**](http://www.nzmaths.co.nz/resource/party-volumes?parent_node=)[**Making Benchmarks with Volume**](http://www.nzmaths.co.nz/resource/making-benchmarks-volume?parent_node=)**Student Practice:** [**Cups to Quarts Matching**](http://www.sheppardsoftware.com/mathgames/measurement/MeasurementCups.htm)[**Artie Ounces Soda Machine**](http://mrnussbaum.com/soda-play/)[**Liters & Milliliter Matching**](http://www.sheppardsoftware.com/mathgames/measurement/MeasurementLiters.htm) Georgia Frameworks - [Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – YESQuick Check – Unit Common Assessment # \_\_\_\_District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, time, angles, capacity, area, perimeter, measurement within input/output, prime and composite**Anchor Charts**Gallon ManBig GMeasurement Concepts | **Manipulatives**ContainersRulersReal Life Measuring tools**Homework**Week 30 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 4th****Week - 32 Dates – 4/16/2018****Learning Targets****Unit – 7 Measurement*** I can explain how fluid ounces, cups, pints, quarts, and gallons are related.
* I can measure capacity in fluid ounces, cups, pints, quarts, and gallons.
* I can estimate and measure capacity.
* I can compare customary measures of fluid ounces, cups, pints, quarts, and gallons.
* I can compare metric measures of milliliters and liters.
* I can solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.
* I can represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale
 | **AKS****Compare units of measure within a system*** **26.MD.1** know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Understand the relationship between gallons, cups, quarts and pints. Express larger units in terms of smaller units within the same measurement system. Record measurement equivalents in a two column table

**Solve word problems using various forms of measurement*** **27.MD.2** use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale
 | **Vocabulary**centimeter(cm)circle cup (c)datadata setdecomposefoot (ft)gallon (gal)gram (g)kilogram (kg)kilometer (km)liter (L)massmeter (m)metricmile (mi)milliliter (mL)ounce (oz)pint (pt)pound (lb)quart (qt)ray sum tonweightyard (yd) | **Textbook Resources****Robert Kaplinsky**[Movies](http://robertkaplinsky.com/work/movies/)[Are We There Yet?](http://robertkaplinsky.com/work/are-we-there-yet/)**McGraw-Hill/ My Math** **Chapter 11**Lessons 1-10**Chapter 12**Lessons 1-6**Chapter 13**Lessons 1-5**Chapter 14****Lessons 3-7** |
| **Teacher Resources:****Instructional Support:** [**Measurement Literature**](http://teachersnetwork.org/teachnet-lab/miami/2004/concepcion/index.htm)[**Intro to Metric System**](http://www.youtube.com/watch?feature=player_embedded&v=MekxJse2vgs)[**Metric & Standard Measurement**](http://www.youtube.com/watch?feature=player_embedded&v=DQPQ_q59xyw)[**Convert Units of Measure**](http://www.youtube.com/watch?feature=player_embedded&v=rEV2ECFCdPU)[**Metric Conversion Rap**](http://www.youtube.com/watch?v=IhtgKHYZti0)[**Tools of Measurement**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/tools-measurement.htm)[**Units of Measurement**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/units-of-measurement.htm)Georgia Frameworks - [Unit 7](https://www.georgiastandards.org/Georgia-Standards/Frameworks/4th_Math-Unit-7.pdf) | **Assessment**Check all that apply for the week:Fact Fluency – YesTOTD – Quick Check – Unit Common Assessment – Unit 7 [4th Grade: Unit 7 (Word)](https://instruction.gwinnett.k12.ga.us/content/enforced/58323-MathCommCtr/IRC%202016-2017/ES/4th%20Grade/4th%20Grade_Unit%207.docx?_&d2lSessionVal=JVO3rfCSkOC9CqniyE04HI1QU&ou=58323)District Assessment # \_\_\_\_ | **Calendar/****Number Talks**Patterns, Daily depositor, time, angles, capacity, area, perimeter, measurement within input/output, prime and composite**Anchor Charts**Gallon ManBig GMeasurement Concepts | **Manipulatives**ContainersRulersReal Life Measuring tools**Homework**Week 30 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 4th****Week - 33 Dates – 4/23/2018****Learning Targets****REVIEW FOR MILESTONES** | **AKS****REVIEW FOR MILESTONES** | **Vocabulary****REVIEW FOR MILESTONES** | **Textbook Resources****REVIEW FOR MILESTONES** |
| **Teacher Resources:****Performance Based Task:**[**Fermi Four**](http://balancedassessments.concord.org/docs/e011.pdf) **Student Practice:** [**Sheppardsoftware: Matching Measurement**](http://www.sheppardsoftware.com/mathgames/measurement/BestMeasure2.htm)[**Jack the Builder**](http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/measures/index.htm)[**Mixed Measurement Review**](http://www.buzzmath.com/Docs/#F6KME705&page=1)***Weight:*****Performance Based Task:**[**Weighing Stations**](http://www.nzmaths.co.nz/resource/weighing-stations?parent_node=)[**Great Grams**](http://www.nzmaths.co.nz/resource/great-grams?parent_node=)[**Making Benchmarks with Mass**](http://www.nzmaths.co.nz/resource/making-benchmarks-mass?parent_node=)[**Supermarket Shopping**](http://www.nzmaths.co.nz/resource/supermarket-shopping?parent_node=)[**Making a Kilogram**](http://www.k-5mathteachingresources.com/support-files/making-a-kilogram.pdf)**Student Practice:** [**Alien Weigh-In**](http://www.crickweb.co.uk/ks2numeracy-shape-and-weight.html)[**Boxing Weigh-In**](http://www.crickweb.co.uk/ks2numeracy-shape-and-weight.html#quad)[**Sheppardsoftware: Ounces to Pounds**](http://www.sheppardsoftware.com/mathgames/measurement/MeasurementOunces.htm)[**Mostly Postie**](http://www.ictgames.com/mostlyPostie.html)[**Scales Reader (Metric)**](http://www.ictgames.com/weight.html)[**Metric Weight Matching**](http://www.sheppardsoftware.com/mathgames/measurement/MeasurementGrams.htm)[**Alien Cookbook**](http://www.bbc.co.uk/schools/starship/maths/games/alien_cookbook/big_sound/full.shtml)[**Harbor Measurements**](http://www.bbc.co.uk/bitesize/ks1/maths/length_and_weight/play/)[**Found Pounds**](http://illuminations.nctm.org/Lessons/FoundPounds/FoundPounds-AS.pdf)[**Weight Showdown**](https://isharesps.org/websitedoc/CIA/Mathematics/ElemCoopLearnAct/Showdown/Gr4%2CShowdown%2CWeight%2CSec11.1.pdf)[**http://www.coolmath-games.com/**](http://www.coolmath-games.com/)[**https://www.brainpop.com/**](https://www.brainpop.com/)[**https://www.mobymax.com/signin**](https://www.mobymax.com/signin) | **Assessment**Check all that apply for the week:**REVIEW FOR MILESTONES** | **Calendar/****Number Talks****REVIEW FOR MILESTONES and DAs****Anchor Charts****REVIEW FOR MILESTONES and DAs** | **Manipulatives****REVIEW FOR MILESTONES and DAs****Homework**Week 33 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 4th****Week - 34 Dates – 4/30/2018****Learning Targets****REVIEW FOR MILESTONES and DAs** | **AKS****REVIEW FOR MILESTONES and DAs** | **Vocabulary****REVIEW FOR MILESTONES and DAs** | **Textbook Resources****REVIEW FOR MILESTONES and DAs** |
| **Teacher Resources:****Instructional Support:** [**How to Use a Ruler**](http://www.youtube.com/watch?feature=player_embedded&v=b-HSXTE0E9g)[**Reading a Ruler**](http://www.youtube.com/watch?feature=player_embedded&v=f0t0WPHcHUg)[**Inches, Feet, Miles Song**](http://www.youtube.com/watch?feature=player_embedded&v=Yykkh4ba1vA)[**Convert Metric Length**](http://www.youtube.com/watch?feature=player_embedded&v=w7--f3Jf-vo)[[**NZMaths: Worms & More**](http://www.nzmaths.co.nz/resource/worms-and-more?parent_node=)](http://www.nzmaths.co.nz/length-units-work?parent_node=)**Performance Based Task:** [**How big are we?**](http://fcit.usf.edu/math/resource/perftsk3/big.htm)**Student Practice:**[**Measure Length**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/measure-length.htm)[**Customary Units of Length**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/units-of-length.htm)[**Measure It!**](http://www.funbrain.com/measure/index.html)[**Sleuths on the Loose**](http://pbskids.org/cyberchase/math-games/sleuths-on-the-loose/)[**Inches & Feet Matching**](http://www.sheppardsoftware.com/mathgames/measurement/MeasurementInches.htm)[**Feet & Yards Matching**](http://www.sheppardsoftware.com/mathgames/measurement/MeasurementYards.htm)[**Measurement Mania**](http://www.sheppardsoftware.com/mathgames/measurement/measurement_mania_imperial.htm)[**The Ruler Game**](http://www.rickyspears.com/rulergame/)[**Convert Length**](http://www.buzzmath.com/Docs/#CC06E146)[**Metric Length Matching**](http://www.sheppardsoftware.com/mathgames/measurement/MeasurementMeters.htm)[**Metric Measurement Mania**](http://www.sheppardsoftware.com/mathgames/measurement/measurement_mania_metric.htm)[**Space Object Measure**](http://www.bbc.co.uk/bitesize/ks2/maths/shape_space/measures/play/popup.shtml)[**http://www.coolmath-games.com/**](http://www.coolmath-games.com/)[**https://www.brainpop.com/**](https://www.brainpop.com/)[**https://www.mobymax.com/signin**](https://www.mobymax.com/signin) | **Assessment**Check all that apply for the week:**REVIEW FOR MILESTONES** | **Calendar/****Number Talks****REVIEW FOR MILESTONES and DAs****Anchor Charts****REVIEW FOR MILESTONES and DAs** | **Manipulatives****REVIEW FOR MILESTONES and DAs****Homework**Week 34 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |

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| **Quarter – 4th****Week - 35 Dates – 5/7/2018****Learning Targets****PREVIEW 5th Grade Standards** | **AKS****PREVIEW 5th Grade Standards** | **Vocabulary****PREVIEW 5th Grade Standards**  | **Textbook Resources****PREVIEW 5th Grade Standards**  |
| **Teacher Resources:****Instructional Support:** [**Time Conversion**](http://www.onlinemathlearning.com/convert-time.html)[**Elapsed Time**](http://www.onlinemathlearning.com/find-elapsed-time.html)[**Find End Time**](http://www.onlinemathlearning.com/find-end-time.html)[**Interactive Clock**](http://www.shodor.org/interactivate/activities/ElapsedTime/?version=unknown&browser=Mozilla&vendor=unknown)[**Blank Clock Faces**](http://www.k-5mathteachingresources.com/support-files/clockfaces.pdf)**Student Practice:**[**Tell Time**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/tell-time.htm)[**Covert Units of Time**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/converts-units-time.htm)[**Elapsed Time**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/elapsed-time.htm)[**Clock Practice**](http://www.mathslice.com/time-slice.html)[**What Time Will it Be?**](http://www.sadlier-oxford.com/math/mc_manipulative.cfm?sp=student&tp=grade&grade=3&id=117#activity)[**Bedtime Bandits**](http://mrnussbaum.com/bedtime-2/bedtime/)[**Time Conversion**](http://www.onlinemathlearning.com/time-conversion.html)[**http://www.coolmath-games.com/**](http://www.coolmath-games.com/)[**https://www.brainpop.com/**](https://www.brainpop.com/)[**https://www.mobymax.com/signin**](https://www.mobymax.com/signin) | **Assessment**Check all that apply for the week:Fact Fluency – YESTOTD – Quick Check – Unit Common Assessment # \_\_\_\_District Assessment Posttest | **Calendar/****Number Talks****PREVIEW 5th Grade Standards** **Anchor Charts****PREVIEW 5th Grade Standards**  | **Manipulatives****PREVIEW 5th Grade Standards** **Homework**Week 35 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |
| **Quarter – 4th****Week 36 – 5/14/17 – 5/23/17****PREVIEW 5th Grade Standards** | **AKS****PREVIEW 5th Grade Standards** | **Vocabulary****PREVIEW 5th Grade Standards**  | **Textbook Resources****PREVIEW 5th Grade Standards**  |
| **Teacher Resources:****Instructional Support:** [**Time Conversion**](http://www.onlinemathlearning.com/convert-time.html)[**Elapsed Time**](http://www.onlinemathlearning.com/find-elapsed-time.html)[**Find End Time**](http://www.onlinemathlearning.com/find-end-time.html)[**Interactive Clock**](http://www.shodor.org/interactivate/activities/ElapsedTime/?version=unknown&browser=Mozilla&vendor=unknown)[**Blank Clock Faces**](http://www.k-5mathteachingresources.com/support-files/clockfaces.pdf)**Student Practice:**[**Tell Time**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/tell-time.htm)[**Covert Units of Time**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/converts-units-time.htm)[**Elapsed Time**](http://studyjams.scholastic.com/studyjams/jams/math/measurement/elapsed-time.htm)[**Clock Practice**](http://www.mathslice.com/time-slice.html)[**What Time Will it Be?**](http://www.sadlier-oxford.com/math/mc_manipulative.cfm?sp=student&tp=grade&grade=3&id=117#activity)[**Bedtime Bandits**](http://mrnussbaum.com/bedtime-2/bedtime/)[**Time Conversion**](http://www.onlinemathlearning.com/time-conversion.html)[**http://www.coolmath-games.com/**](http://www.coolmath-games.com/)[**https://www.brainpop.com/**](https://www.brainpop.com/)[**https://www.mobymax.com/signin**](https://www.mobymax.com/signin) | **Assessment**Check all that apply for the week:**PREVIEW 5th Grade Standards** | **Calendar/****Number Talks****PREVIEW 5th Grade Standards** **Anchor Charts****PREVIEW 5th Grade Standards**  | **Manipulatives****PREVIEW 5th Grade Standards** **Homework**Week 36 SpiralUse your Weekly Spiral HW as desired. Add other differentiated HW to weekly plans. |