

Grade: 4 Unit: 1	Number and Operations in Base Ten	5 Weeks
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Progression	
3 rd Grade	Students used place value to round to the nearest 10 or 100. They extended their work with addition and subtraction to work fluently with these operations within 1,000. Students were <u>not</u> expected to master the standard algorithm for addition and subtraction.
4 th Grade	Students will extend their understanding of place value to know that a digit in one place represents ten times what it represents in the place to its right. They will use place value understanding to compare and round whole numbers within 1,000,000. Students will fluently use the standard algorithm to add and subtract whole numbers by the end of 4th grade.
5 th Grade	Students will extend their understanding of place value to include comparing, rounding, and performing operations on decimals. They will also learn to fluently multiply whole numbers with the standard algorithm.

STUDENT LEARNING GOALS

Mathematics Standards (Appendices A & B)

[4.NBT.1](#): Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*

[4.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.

[4.NBT.3](#): Use place value understanding to round multi-digit whole numbers to any place.

[4.NBT.4](#): Fluently add and subtract multi-digit whole numbers using the standard algorithm.

[MP1](#): Make sense of problems and persevere in solving them.

[MP6](#): Attend to Precision

Interdisciplinary Standards		Key Vocabulary	
Technology Integration <i>(Appendix C)</i>	21st Century Skills <i>(Appendix D)</i>	Compare	Period
IS1. Information Strategies	TCS1. Use of Information	Expanded Form	Standard Form
IS2. Information Use	TCS5. Problem Solving	Greater Than ($>$)	Value
		Less Than ($<$)	Word Form

Enduring Understandings <ul style="list-style-type: none"> I can and write numbers using words, numerals, and expanded form. I can compare multi-digit whole numbers I can add and subtract multi-digit whole numbers I can round multi-digit whole numbers 	Essential Questions <ul style="list-style-type: none"> What are the different ways of writing a number? How can I use place value to compare numbers? How can I use place value to round numbers? How can I use the standard algorithm to add and subtract any whole numbers?
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Assessment Plan	
Summative Assessment(s)/Performance Based Assessments including 21st Century Learning RCC Interim Assessment, Student p.34-35 RCC Performance Task, Student p. 36	Formative and Diagnostic Assessment(s) STAR Math Assessment (Fall) RCC Embedded Tasks and Assessments

Learning Plan Components	
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Text	Ready Common Core Mathematics Instruction 4 , 2014, Curriculum Associates, ISBN: 978-0-7609-8639-4
Print	Ready Common Core Mathematics Teacher Resource Book 4 , 2014, Curriculum Associates, ISBN: 978-0-7609-8646-2
Electronic	www.teacher-toolbox.com www.stratfordmath.wikispaces.com www.xtramath.org
Week 1	Students will: <ul style="list-style-type: none"> Create and correctly label a place-value chart Identify the value of a digit based on its location in the number Demonstrate how moving from one place-value position to the next changes the value by a multiple of ten Show that any number can be represented in different ways Use standard form, word form, and expanded form to read and write whole numbers

Lessons	Tasks / Activities	Worksheets	Technology
RCC Lesson 1: <i>Understand</i> Place Value	Hands-On (p.7) Formative (p.9) Differentiated (p.10) *Number Scramble GA “Number Scramble” <u>SFTE:</u> 4A “Modeling Numbers in the Thousands” 8A “Show Me a Million” 22A “Cover with Thousands”	*Writing Numbers Through 1 Million *Writing Numbers as Words Through 1 Million *Expanded Form to Numeric Form Within 1 Million SF 1-1, 1-2, 1-3	Teacher-Toolbox (1 Tutorial, 1 Tool for Instruction)

Week 2	Students will: <ul style="list-style-type: none"> Use symbols (>, <, =) to show the relationship between two whole numbers
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Lessons	Tasks / Activities	Worksheets	Technology
RCC Lesson 2: Compare Whole Numbers	Hands-On (p.12, 15) Differentiated (p.18) GA “Ticket Master” <u>SFTE:</u> 16B “Comparing Places and Values”	CC Practice (p.17) *Comparing Numbers Within 1,000,000 SF 1-5	Teacher-Toolbox (2 Tutorials)

Week 3	Students will: <ul style="list-style-type: none"> • Use the standard algorithm to add multi-digit whole numbers • Use the standard algorithm to subtract multi-digit whole numbers 		
Lessons	Tasks / Activities	Worksheets	Technology
<u>RCC Lesson 3: Add and Subtract Whole Numbers</u>	Hands-On (p.21, 22, 24) Differentiated (p.28) GA Making Sense of the Algorithm SFTE: 62A "Make Tens to Add"	CC Practice (p.27) *Four Digit Plus Four Digit Addition *4 Digit Minus 4 Digit SF 2-1, 2-5, 2-6, 2-7 (no decimals)	Teacher-Toolbox (1 Tutorial)
Week 4	Students will: <ul style="list-style-type: none"> • Use appropriate tools to round multi-digit whole numbers • Explain how a multi-digit whole number is rounded to a specific place value 		
Lessons	Tasks / Activities	Worksheets	Technology
<u>RCC Lesson 4: Round Whole Numbers</u>	Hands-On (p.31, 33) Differentiated (p.36) SFTE: 20A "Rounding with a Number Line" 20B "Using Colors to Round"	CC Practice (p.35) *Rounding to Tens and Hundreds SF 1-6 (within 1,000,000)	Teacher-Toolbox (1 Tutorial, 2 Tools for Instruction)
Week 5	Students will: <ul style="list-style-type: none"> • Demonstrate mastery of objectives 		
Summative Assessment		Performance Task	
RCC Unit 1 Interim Assessment -Student p. 34-35 -Scoring Guide (p. 37)		RCC Unit 1 Performance Task -Student p. 36 -Rubric (p. 38-39)	