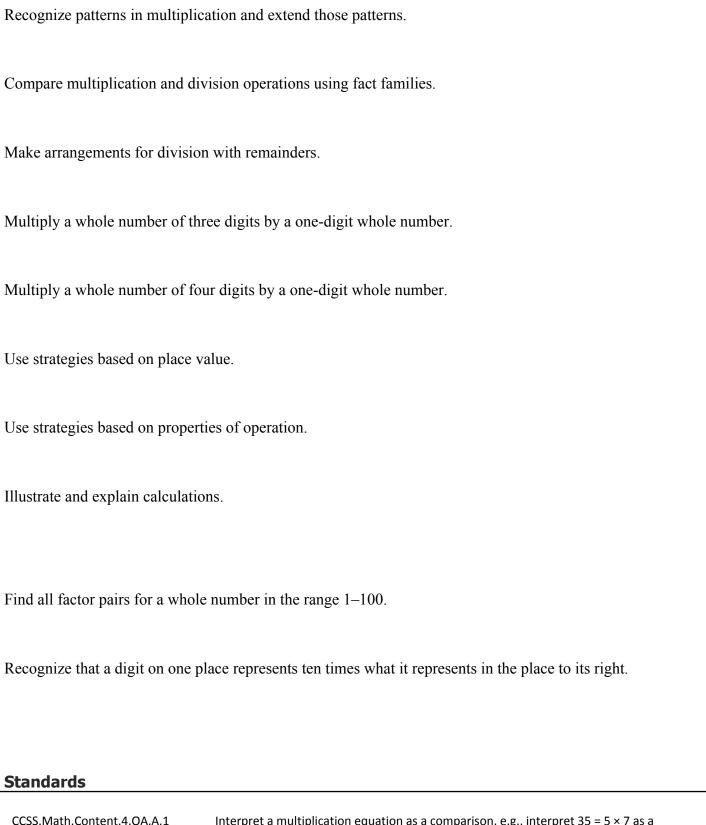
Unit 1: Introducing Arrays

Content Area: Mathematics
Course(s): Mathematics 4
Time Period: September
Length: Sept 8 - Oct 2
Status: Published

Inverse operations

Length: Status:	Sept 8 - Oct 2 Published
Enduring	Understandings
	with basic facts aids estimation and computation.
Numbers ca	an represent quantity, position, location and relationships.
36101	
Multiplicat	ion and division are closely related.
Decomposi	ng and recomposing groups can facilitate multiplication.
Dec omposi	ng unu recomposing groups cui racinate maniprocurion.
Fssential	Questions
	h relevant to me?
What comp	outation tools are best suited to which circumstances?
Content	
Vocabular	<u>y</u>
Addend	
Column	
Diagonal	
Fact familie	es ·

Lower
Product
Power
Row
Sum
Skills
Connect multiplications and division.
Interpret a multiplication equation as a comparison.
Represent verbal statements of multiplicative comparisons as multiplicative equations.
Divide to release and markle mediane marking constitution to a superior and
Divide to solve word problems involving multiplicative comparisons.
Separate arrays.
Separate arrays.
Work with remainders.
Problem solve using the strategy solve a simpler problem.
Practice skip-counting and multiplication facts.
Connect a rectangular array to multiplication sentences.
Separate arrays to create simpler problems.



CCSS.Math.Content.4.OA.A.1	Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5×7 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.
CCSS.Math.Content.4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
CCSS.Math.Content.4.OA.A.3	Solve multistep word problems posed 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 letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. CCSS.Math.Content.4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. CCSS.Math.Content.4.OA.C.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. CCSS.Math.Content.4.NBT.A.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. CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.