Unit 5: Measurement, Data, and Geometry - Part 1

Content Area: **Math**
Course(s): **Math Gr. 4**
Time Period: **AprMay**
Length: **28 Days**
Status: **Published**

Unit 5: Measurement, Data, and Geometry - Part 1

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Mathematics: Grade 4

Unit 5: Measurement, Data and Geometry - Part 1

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Deborah Siipola

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

Unit 5 will cover four topics including (T11-1) Read Line Plots, (T11-2) Make Line Plots, (T13-1) Equivalence with Customary Units of Length, (T13-2) Equivalence with Customary Units of Capacity, (T13-3) Equivalence with Customary Units of Weight, (T15-1) Lines, Rays, and Angles, (T15-2) Understand Angles and Unit Angles, (T15-3) Measure with Unit Angles, (T16-1) Lines, (T16-2) Classify Triangles, and (T16-3) Classify Quadrilaterals. Lessons have been sequenced to ensure students' exposure of NJSLA-M.

Enduring Understandings

Topic 11 focuses on:

- A line plot organizes data on a number line and is useful for showing how data are distributed.
- Data from line plots can be used to solve problems.
- Good math thinkers use math to explain why they are right. They can talk about the math that others do, too.

Topic 13 focuses on:

- To convert from a larger unit of length to a smaller unit of length, multiply the number of larger units by the conversion factor, that is, the number of smaller units in each larger unit.
- To convert from a larger unit of capacity to a smaller unit of capacity, multiply the number of larger units by the conversion factor, that is, the number of smaller units in each larger unit.
- To convert from a larger unit of weight to a smaller unit of weight, multiply the number of larger units by the conversion factor, that is, the number of smaller units in each larger unit.
- To convert from a larger unit of capacity or mass to a smaller unit, multiply the number of larger units by the conversion factor, that is, the number of smaller units in each larger unit.
- Same problems can be solved by applying the formula for the perimeter of a rectangle or the formula for the are of a rectangle.

- Good math thinkers are careful about what they write and say, so their ideas about math are clear.

Topic 15 focuses on:

- Line segments and rays are sets of points that describe parts of line and angles. Angles are classified by their measure.
- The measure of an angle depends upon the fraction of a circle that the angle turns through.
- The unit for measuring angles is 1", the unit angle.
- The unit for measuring angles is 1', the unit angle. A protractor can be used to measure angles.
- Angle measures can be added and subtracted.
- Good math thinkers know how to pick the right tools to solve math problems.

Topic 16 focuses on:

- Lines can be classified as parallel, intersecting, or perpendicular.
- Triangles are classified by their sides and by their angles.
- Quadrilaterals are classified by their sides and by their angles.
- A shape that can fold along a line into matching parts is line symmetric.
- Good math thinkers use math to explain why they are right. They can talk about the math that others do, too.

Essential Questions

(T11): Represent and Interpret Data on Line Plots

- How can you read data on a line plot?
- How can you make a line plot?

(T13): Measurement: Find Equivalence

- How can you convert from one unit to another?
- How can you be precise when solving math problems?

(T15): Geometric Measurement

- What are some common geometric terms?
- How can you measure angles?

(T16): Lines, Angles, and Shapes

- How can you classify triangles and quadrilaterals?
- What is line symmetry?

Exit Skills

Topics 11, 13, 15, 16 Cluster:

- Represent and interpret data
- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- Geometric measurement: Understand concepts of angles and measure angles
- Draw and identify lines and angles, and classify shapes by properties of their lines and angles

New Jersey Student Learning Standards (NJSLS)

The Math Practices, as put forth by the National Council of Teachers of Mathematics (NCTM), are connected within all lessons:

MP.1 - Make sense of problems and persevere in solving them.

MP.2 - Reason abstractly and quantitatively.

MP.3 - Construct viable arguments and critique the reasoning of others.

MP.4 - Model with mathematics.

MP.5 - Use appropriate tools strategically.

MP.6 - Attend to precision.

MP.7 - Look for and make use of structure.

MP.8 - Look for and express regularity in repeated reasoning.

MA.4.MD	Measurement and Data
MA.4.MD.A	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
MA.4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.

	For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),...
MA.4.MD.A.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.
MA.4.MD.A.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
MA.4.MD.B	Represent and interpret data.
MA.4.MD.B.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 by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
MA.4.MD.C	Geometric measurement: understand concepts of angle and measure angles.
MA.4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
MA.4.MD.C.5a	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.
MA.4.MD.C.5b	An angle that turns through □ one-degree angles is said to have an angle measure of □ degrees.
MA.4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
MA.4.MD.C.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 for the unknown angle measure.
MA.4.G	Geometry

Interdisciplinary Connections

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases

based on grade 4 reading and content, choosing flexibly from a range of strategies.

Learning Objectives

After completing Unit 5, students will be able to:

Topic 11:

- Read and interpret data using line plots.
- Represent data using line plots and interpret data in line plots to solve problems.
- Solve problems involving line plots and fractions.
- Critique the reasoning of others using an understanding of line plots.

Topic 13:

- Recognize the relative size of customary units of weight and convert from a larger unit to a smaller unit.
- Recognize the relative size of metric units of length and convert from a larger unit to a smaller unit.
- Recognize the relative size of metric units of capacity and mass, and convert from a larger unit to a smaller unit.
- Find the unknown length or width of a rectangle using the known area or perimeter.
- Be precise when solving measurement problems.

Topic 15:

- Recognize and draw line, rays, and angles with different measures.
- Find the measure of an angle that turns through a fraction of a circle.
- Use known angle measures to measure unknown angles.
- Use a protractor to measure and draw angles.
- Use addition and subtraction to solve problems with unknown angle measures.
- Use appropriate tools, such as a protractor and ruler, to solve problems.

Topic 16:

- Draw and identify perpendicular, parallel, and intersecting lines.
- Classify triangles by line segments and angles.
- Classify quadrilaterals by lines and angles.
- Recognize and draw lines of symmetry. identify line symmetric figures.
- Draw figures that have line symmetry.
- Use understanding of two-dimensional shapes to critique the reasoning of others.

Suggested Activities & Best Practices

- Consider Extension Activity e.g. Topic 11-1, pg. 587

- Further suggested activities embedded within each Topic

Assessment Evidence - Checking for Understanding (CFU)

- Common Formative Assessments (Formative)
- Common Summative Assessments (Summative)
- District Benchmark (Benchmark)
- Do Now
- Exit Tickets
- Higher-order Questioning / Rich Discussion
- Journals
- KWL Chart
- Learning Center Activities
- Performance Task (Alternative)
- Quick Check (enVisionmath)
- Quick Write
- Quizzes (Formative)
- Rubrics
- Surveys
- Teacher Observation Checklist
- Think-Pair-Share
- Turn-and-Talk / Share-out
- Unit Assessments (Summative)
- WIK / WINK

Primary Resources & Materials

EnVision Math Teacher Edition

PearsonRealize.com

Ancillary Resources

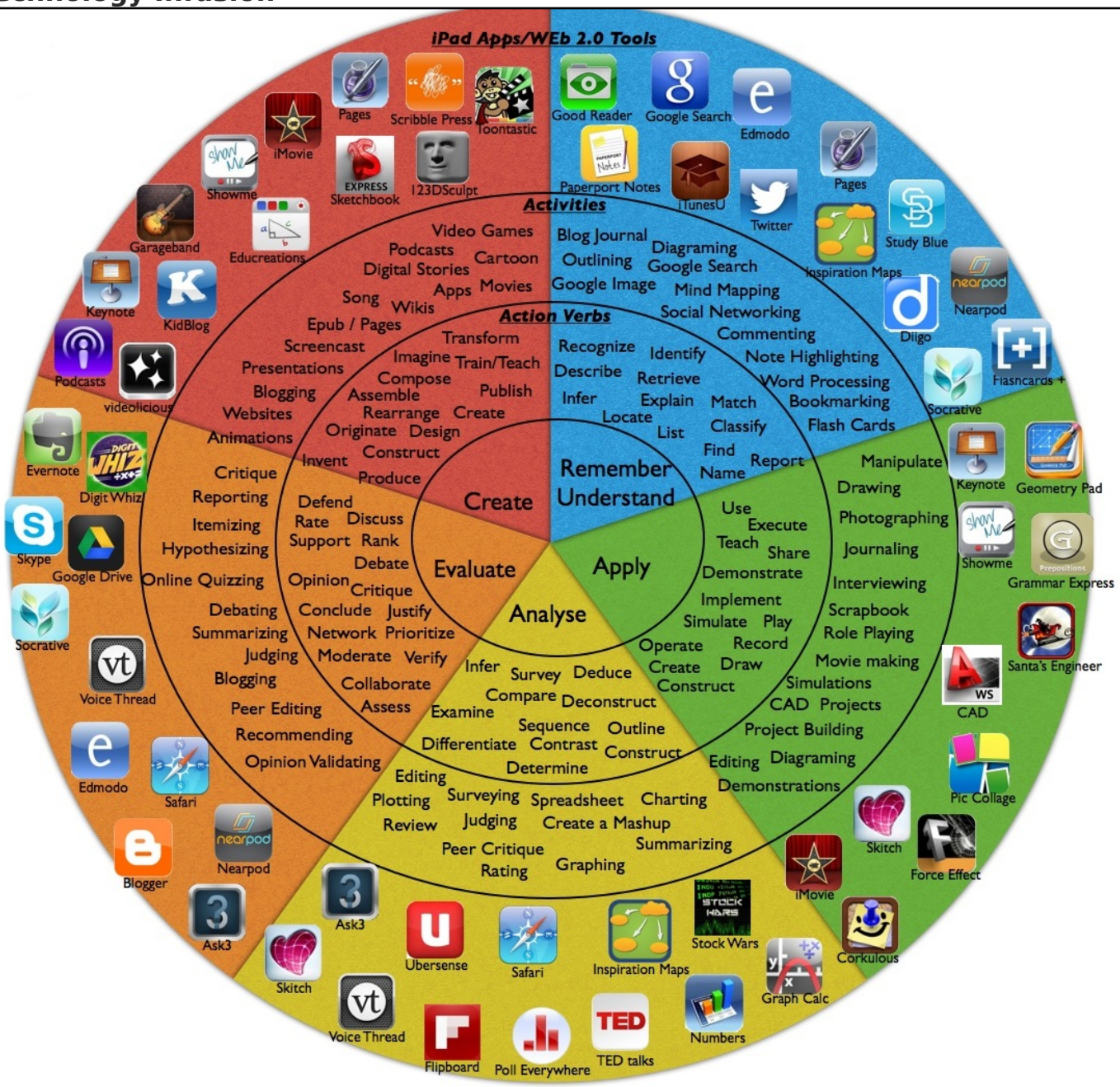
[New Jersey Student Learning Standards for Mathematics]

[NJSLS Mathematics Crosswalk]

[IXL Learning]

[NCTM Illuminations]

Technology Infusion



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Use the "Quick Check" feature on Pearson Realize (embedded in each Unit) to help determine the strategy for differentiating instruction; the "Assess and Differentiate" page will prescribe the differentiated instructional activity

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments aloud
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal-setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Consider Intervention Activity and/or Reteach e.g. Topic 11-1, pg. 595A

- Use suggestions under Technology Center section in Pearson Realize to target students with disabilities

- Use the Pacer Center Action Information Sheet for research-based ideas on accommodations and modifications

- Allow for open-note/open-book assessments
- Check classwork frequently for understanding
- Conduct preview of content, concepts, and vocabulary
- Consider behavior management plan
- Implement accommodations/modifications as dictated in the student's IEP/504 plan
- Modified test content/format
- Modified written assignments
- Multi-sensory presentation
- Pre-annotate text
- Preferential seating
- Promote pair work
- Provide extended time on various assignments
- Provide printed/online copies of lesson notes
- Secure attention before providing instruction/directions

- Use assistive technology

English Language Learning (ELL)

- Use Teaching Tool 48 as a graphic organizer to help students connect a visual to the vocabulary term

- Use Teaching Tool 49 to connect students' understanding of vocabulary terms with actual meanings

- Use suggestions under English Language Learners section in Pearson Realize to target beginning, intermediate, and advanced learners e.g. Topic 11-1, pg. 591A

- Use suggestions under Technology Center section in Pearson Realize to target ELLs

- Allow for multiple student revisions
- Allow for open-note / open-book assessments
- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Ask and give information using key words
- Demonstrate listening comprehension by responding to questions
- Develop basic sight vocabulary
- Differentiate assessments to reflect selected objectives
- Express ideas in single words
- Leverage computer spell checker
- Modify reading assignments to correlate with lexile level
- Peer tutoring / Peer note-taking
- Speak using content area vocabulary in context
- Teacher-created Study Guide
- Use prior experiences to understanding meanings
- Use videos, illustrations, pictures, and drawings to explain or clarify

At Risk

- Decrease the amount of work represented or required by assigning the "Do You Understand?" and the "Do You Know How?" sections of each lesson

- Use suggestions under Technology Center section in Pearson Realize to target at-risk students

- Use suggestions under Intervention Activity e.g. Topic 11-1, Error Intervention, pg. 593-594

- Allow for multiple student revisions
- Allow for open-note / open-book assessments
- Allow multiple forms of student products (projects, models, slide-shows, etc.) to demonstrate student learning
- Allow students to select from given assignment choices

- Create a blog or social media page about a topic of interest
- Differentiate assessments to reflect selected objectives
- Mark students' correct and acceptable work, not the mistakes
- Peer tutoring / Peer note-taking
- Promote student collaboration on in-class / outside class assignments
- Reduce lengthy outside reading assignments
- Teach key aspects of a topic - eliminate non-essential information
- Teacher-created Study Guide
- Use authentic assessments with real-life problem-solving

Talented and Gifted Learning (T&G)

- Use suggestions under Extension for Early Finishers section in Pearson Realize to target advanced learners
- Use suggestions under Advanced Activity Centers to target advanced learners e.g. Topic 11-1, pg. 595A

- Administer Unit Assessment to determine level of proficiency
- Allow gifted children to create and publish a class newspaper to distribute
- Allow students to work at a faster pace
- Complete activities aligned with above grade-level text using Benchmark results
- Consider parental input about the education of their gifted children
- Create a blog or social media page about a topic of interest
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Involve students in academic contests
- Promote advanced problem-solving
- Remember that gifted children may not excel in all areas
- Set individual goals
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge