

Feb. Gr 4 My Math Unit 8: Fractions

Content Area: **Math**
Course(s):
Time Period: **February**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

Students will learn about fractions.

Enduring Understandings

We can find factor pairs of whole numbers.

We can model equivalent fractions.

We can find a fraction that is equivalent to another fraction.

We can compare fractions by using a benchmark fraction.

Essential Questions

How can different fractions name the same amount?

Instructional Strategies & Learning Activities

Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 pp. 485-490 Factors and Multiples	Find factors and multiples of whole numbers.	• hundred chart	factor pairs	4.OA.4 Supporting Cluster MP 1, 2, 4, 5, 6, 7, 8
Lesson 2 pp. 491-496 Prime and Composite Numbers	Determine if a number is prime or composite.	• poster of a hundred chart • grid paper • counters	prime number composite number	4.OA.4 Supporting Cluster MP

1, 2, 3, 4, 6,
7, 8

Check My Progress

Lesson 3 pp. 499-504 Hands On: Model Equivalent Fractions	Explore equivalent fractions.	<ul style="list-style-type: none"> • grid paper • crayons or colored pencils • fraction tiles • rulers 	numerator denominator equivalent fractions	4.NF.1 Major Cluster
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MP
1, 2, 3, 4, 5,
8

Lesson 4 pp. 505-510 Equivalent Fractions	Find equivalent fractions.	<ul style="list-style-type: none"> • a set of 6 blue cards, 4 red cards, and 2 yellow cards to each of 12 students 		4.NF.1 4.NF.5
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Major
Cluster

MP
1, 2, 4, 7, 8

Lesson 5 pp. 511-516 Simplest Form	Write a fraction in simplest form.	<ul style="list-style-type: none"> • coins • fraction tiles • counters 	simplest form greatest common factor	4.NF.1 Major Cluster
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MP
1, 3, 4, 6, 7

Lesson 6 pp. 517-522 Compare and Order Fractions	Compare and order fractions.	<ul style="list-style-type: none"> • fraction circles • fraction tiles 	least common multiple	4.NF.2 Major Cluster
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MP
1, 2, 3, 5, 6

Lesson 7 pp. 523-528 Use Benchmark Fractions to Compare and Order	Use benchmark fractions to compare and order numbers.	<ul style="list-style-type: none"> • fraction tiles 	benchmark fractions	4.NF.2 Major Cluster
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MP
1, 2, 3, 4, 5,
7

Check My Progress

Lesson 8 pp. 531-536 Problem-Solving Investigation: Use Logical Reasoning	Use logical reasoning to solve problems.			4.NF.2 Major Cluster
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MP
1, 2, 3, 5

Lesson 9 pp. 537-542 Mixed Numbers	Represent mixed numbers by decomposing them into a sum	<ul style="list-style-type: none"> • fraction circles • ruler 	mixed number	4.NF.3 4.NF.3b
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of whole numbers and unit fractions.

Major Cluster

MP
1, 2, 3, 4, 5, 6, 7

Lesson 10 pp. 543-548
Mixed Numbers and Improper Fractions

Write mixed numbers and improper fractions.

- paper plates
- scissors

improper fraction

4.NF.3

Major Cluster

MP
1, 2, 3, 4, 5, 6, 8

My Review and Reflect

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.5.CAP	Career Awareness and Planning
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

Technology and Design Integration

- SMARTboard technology
- Google Applications (documents, forms, spreadsheets, presentation)
- Dreambox
- Online textbook

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.DA	Data & Analysis
	Data can be organized, displayed, and presented to highlight relationships.

Interdisciplinary Connections

Leveled readers, "Life in the United States"

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.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Differentiation

-Reteach Master

-Hands-On Activity

-Enrich Master

Modifications & Accommodations

IEP and 504 accommodations will be utilized.

Provide an outline of material to be covered

-Individualized assignments, e.g., length, number, due date, topic

-Allow student to use technology-online textbook

-Use of graphic organizers

-Use highlighter for key information

-Read directions, passages, and word problems aloud as needed-online presentation

-Use of calculator and matrix for multiplication and division

-Provide textbook in audio format

-Demonstrate directions and procedures/give examples

Benchmark Assessments

-AIMS Web

-Diagnostic and EOY Assessments

Formative Assessments

Check My Progress

-My Chapter Review

-Homework Practice

-Independent Practice

Summative Assessments

Chapter 8 assessment

Instructional Materials

See materials listed above.

Standards

MA.4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to 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.
MA.4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., 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, e.g., by using a visual fraction model.
MA.4.NF.B.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
MA.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.