

Dec. Gr 4 My Math Unit 4: Mult. w/one digit numbers

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

Unit Overview

Students will learn to multiply with one digit numbers.

Enduring Understandings

by using patterns, we can multiply by 10, 100 and 1000.

We estimate by rounding numbers.

We can use models to multiply one digit numbers.

We use the distributive property to find the product of two numbers.

We can multiply a one digit number by 3 or 4 digit numbers by place value steps.

Essential Questions

How can I communicate multiplication?

Instructional Strategies & Learning Activities

Lesson 1 <i>pp. 197-202</i> Multiples of 10, 100, and 1,000	Multiply multiples of 10, 100, and 1,000 using basic facts and patterns.	• paper • markers or highlighters	4.NBT.1 4.NBT.54.OA.4
			Major Cluster
			MP 2, 3, 4, 5, 7, 8
Lesson 2 <i>pp. 203-208</i> Round to Estimate Products	Estimate products by rounding.		4.NBT.3 4.NBT.

Major Cluster

MP 1, 2, 3, 5, 7

Lesson 3 *pp. 209-214* **Hands On: Use Place Value to Multiply**

Explore multiplication using models.

- base-ten blocks

4.NBT.5

Major Cluster

MP 2, 3, 4

Lesson 4 *pp. 215-220* **Hands On: Use Models to Multiply**

Explore multiplication using area models and partial products.

- graph paper • crayons or colored pencils
- partial products**

4.NBT.5

Major Cluster

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

Check My Progress

Lesson 5 *pp. 223-228* **Multiply by a Two-Digit Number**

Multiply a two-digit number by a one-digit number.

4.NBT.5

Major Cluster

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

Lesson 6 *pp. 229-234* **Hands On: Model Regrouping**

Explore multiplication with regrouping using models.

- base-ten blocks

regroup

4.NBT.5

Major Cluster

MP 1, 2, 4, 5, 6

Lesson 7 *pp. 235-240* **The Distributive Property**

Use the Distributive Property to make multiplication easier.

- grid paper • crayons or colored pencils

Distributive Property

4.NBT.5

Major Cluster

MP 2, 3, 4, 6,

Lesson 8 <i>pp.</i> 241-246 Multiply with Regrouping	Multiply a two-digit number by a one-digit number.	• construction paper • scissors • tape • graph paper • base-ten blocks	7, 8 4.NBT.54.OA.3
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Major Cluster

MP 2, 3, 4, 6, 7

Lesson 9 <i>pp.</i> 247-252 Multiply by a Multi-Digit Number	Multiply a multi-digit number by a one-digit number.	• construction paper • tape • scissors • base-ten blocks	4.NBT.5
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Major Cluster

MP 1, 2, 3, 6, 7, 8

Check My Progress

Lesson 10 <i>pp.</i> 255-260 Problem-Solving Investigation: Estimate or Exact Answer	Determine if a problem needs an estimate or exact answer.	• sticky notes	4.NBT.3 4.NBT.5
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Major Cluster

MP 1, 2, 3, 8

Lesson 11 <i>pp.</i> 261-266 Multiply Across Zeros	Multiply multi-digit numbers with zeros by a one-digit number.	• base-ten blocks • grid paper	4.NBT.5
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Major Cluster

MP 2, 3, 4, 6, 7, 8

My Chapter Review

Integration of Career Readiness, Life Literacies and Key Skills

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|-----------------|---|
| 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. |

An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

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.

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.3-5.8.1.5.DA.3

Organize and present collected data visually to communicate insights gained from different views of the data.

Interdisciplinary Connections

Expanding the United States Leveled readers.

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.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.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 4 assessment

Instructional Materials

See materials listed above

Standards

MA.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.
MA.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.
MA.4.NBT.A.3	Use place value understanding to round multi-digit whole numbers to any place.
MA.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.
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.