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: **Obsolete**

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 *pp. 197-202* **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 *pp. 203-208* **Round to Estimate Products**	Estimate products by rounding.		4.NBT.3 4.NBT.5 **Major Cluster** **MP 1, 2, 3, 5, 7**
Lesson 3 *pp. 209-*	Explore multiplication	• base-ten blocks	4.NBT.5

214 **Hands On: Use Place Value to Multiply**	using models.			**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**

<div align="center">**Check My Progress**</div>

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, 7, 8**
Lesson 8 *pp. 241-246* **Multiply with Regrouping**	Multiply a two-digit number by a one-digit number.	• construction paper • scissors • tape • graph paper • base-ten blocks		4.NBT.54.OA.3 **Major Cluster** **MP 2, 3, 4, 6, 7**
Lesson 9 *pp. 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 **Major Cluster** **MP 1, 2, 3, 6, 7, 8**

<div align="center">**Check My Progress**</div>

Lesson 10 *pp. 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 **Major Cluster** **MP 1, 2, 3, 8**
Lesson 11 *pp. 261-266* **Multiply Across Zeros**	Multiply multi-digit numbers with zeros by a one-digit number.	• base-ten blocks • grid paper		4.NBT.5 **Major Cluster** **MP 2, 3, 4, 6, 7, 8**

Integration of Career Readiness, Life Literacies and Key Skills

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

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.4.1	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 4 assessment

Instructional Materials

See materials listed above

Standards

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