Swedesboro-Woolwich School District's Mathematics Curriculum Guidance Document

GRADE 4– Unit 2/Big Ideas Chapters 5-8 and 10

Mission Statement
The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff. Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview
The students will be working on: ● Divide Multi-Digit Numbers by One-Digit Numbers ● Factors, Multiples, and Patterns ● Understand Fraction Equivalence and Comparison ● Add and Subtract Fractions ● Relate Fractions and Decimals

Standards Covered in Current Unit/Module
Related Standards and Learning Goals
MATH.4.OA.A.3 Solve multi-step 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.

MATH.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.

MATH.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.

MATH.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.

MATH.4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area model.

MATH.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.

MATH.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.

MATH.4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

MATH.4.NF.B.3.a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

MATH.4.NF.B.3.b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

MATH.4.NF.B.3.c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

MATH.4.NF.B.3.d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

MATH.4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.

MATH.4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100.

MATH.4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.

MATH.4.M.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.

Essential Questions

- How does division affect numbers?
- How can different fractions name the same amount?
- How can I identify and extend patterns?
- How are factors and multiples related?
- How are fractions and decimals related?
- How can I generate equivalent fractions?
- What is fraction equivalence?
- What strategies can I use to add or subtract fractions?
- What strategies can I use to compare fractions?

Weekly Learning Activities and Pacing Guide			
Topic & # Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**

Big Ideas Chapter 5 (15 days total) LESSON 1	4.NBT.A.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. 4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	**Learning Goals:** ● Divide a multiple of ten, one hundred, or one thousand by a one-digit number. ● Explain how to use place value and division facts to divide tens, hundreds, or thousands. **Obj. We are learning to**: I can use place value to divide tens, hundreds, or thousands. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Chapter Opener -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 1 (15 days	4.NBT.B.6	**Learning Goals:** ● Use division facts and compatible numbers to estimate a quotient.	**Activities:** Whole Group Lesson -Exit Tickets (4th grade shared folder Math already

total) LESSON 2	Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	● Find two estimates that a quotient is between. **Obj. We are learning to**: I can use division facts and compatible numbers to estimate quotients **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 5 (15 days total) LESSON 3	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using	**Learning Goals:** ● Use models to divide numbers that do not divide evenly. ● Find a quotient and a remainder. ● Interpret the quotient and the remainder in a division problem. **Obj. We are learning to**:	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers

	strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	I can use models to find quotients and remainders. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	-See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 5 (15 days total) LESSON 4	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the	**Learning Goals:** ● Explain how to use an area model to divide. ● Write partial quotients for a division problem. ● Add the partial quotients to find a quotient. **Obj. We are learning to**: I can use partial quotients to divide. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform.

	calculation by using equations, rectangular arrays, and/or area models.	• Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	-iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 5 (15 days total) LESSON 5	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Learning Goals:** ● Use partial quotients to divide. ● Find a remainder. **Obj. We are learning to**: I can use partial quotients to divide and find remainders. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives

			• Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 5 (15 days total) LESSON 6	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Learning Goals:** ● Divide to find the partial quotients. ● Show how to regroup 1 or more tens. ● Use place value to record the partial quotients. **Obj. We are learning to**: I can divide two-digit numbers by one-digit numbers. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables

			• Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 5 (15 days total) LESSON 7	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Learning Goals:** ● Use place value to divide. ● Show how to regroup thousands, hundreds, or tens. ● Find a quotient and a remainder **Obj. We are learning to**: I can divide multi-digit numbers by one-digit numbers. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 5 (15 days total) LESSON 8	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	**Learning Goals:** ● Use place value to divide. ● Explain why there might be a 0 in the quotient. ● Find a quotient and a remainder. **Obj. We are learning to**: I can divide by one-digit numbers. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 5 (15 days total) LESSON 9	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 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.	**Learning Goals:** ● Understand a problem. ● Make a plan to solve using letters to represent the unknown numbers. ● Solve a problem using an equation. **Obj. We are learning to**: I can solve multi-step word problems involving division. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction) **Review and Chapter Assessment**	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 6 (12 days total) LESSON 1	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.	**Learning Goals:** ● Draw area models that show a product. ● Find the factors of a number. ● Find the factor pairs for a number. **Obj. We are learning to**: I can use models to find factor pairs. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Chapter Opener -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 6 (12 days total) LESSON 2	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	**Learning Goals:** ● Divide to find factor pairs. ● Use divisibility rules to find factor pairs. **Obj. We are learning to**: I can use division to find factor pairs. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 6 (12 days total)	4.OA.B.4 Find all factor pairs for a whole number in the range 1–100.	**Learning Goals:** ● Tell whether a number is a multiple of another number. ● Tell whether a number is a factor of another number. ● Explain the relationship between factors and multiples.	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform)

LESSON 3	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.	**Obj. We are learning to**: I can understand the relationship between factors and multiples. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	-See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 6 (12 days total) LESSON 4	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	**Learning Goals:** ● Explain what prime and composite numbers are. ● Identify prime and composite numbers. **Obj. We are learning to**: I can tell whether a given number is prime or composite. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities

	multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	• Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	-Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 6 (12 days total) LESSON 5	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. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to	**Learning Goals:** ● Create a number pattern given a number rule. ● Describe features of a number pattern. **Obj. We are learning to**: I can create and describe number patterns. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials**

	alternate in this way.		• Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 6 (12 days total) LESSON 6	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. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	**Learning Goals:** ● Create a shape pattern given a rule. ● Find the shape at a given position in a pattern. ● Describe features of a shape pattern. **Obj. We are learning to**: I can create and describe shape patterns **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction) **Review and Chapter Assessment**	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual

			paths for each student
Big Ideas Chapter 7 (10 days total) LESSON 1	4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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.	**Learning Goals:** ● Use an area model to find equivalent fractions. ● Use a number line to find equivalent fractions. ● Write equivalent fractions. **Obj. We are learning to**: I can model and write equivalent fractions. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 7 (10 days total) LESSON 2	4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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.	**Learning Goals:** ● Multiply a numerator and a denominator by a chosen number. ● Multiply to find equivalent fractions. ● Explain why multiplication can be used to find equivalent fractions. **Obj. We are learning to**: I can use multiplication to find equivalent fractions. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 7 (10 days total) LESSON 3	4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × 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.	**Learning Goals:** ● Find the factors of a number. ● Find the common factors of a numerator and denominator. ● Divide to find equivalent fractions **Obj. We are learning to**: I can use division to find equivalent fractions. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 7 (10 days total)	4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating	**Learning Goals:** ● Compare a fraction to a benchmark of 1/2 or 1. ● Use a benchmark to compare two fractions. **Obj. We are learning to**:	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform)

LESSON 4	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.	I can compare fractions using benchmarks. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	-See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 7 (10 days total) LESSON 5	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.	**Learning Goals:** ● Compare the numerators and denominators of two fractions. ● Make the numerators or the denominators of two fractions the same. ● Compare fractions with like numerators or like denominators. **Obj. We are learning to**: I can compare fractions using equivalent fractions. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar

		• Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction) **Review and Chapter Assessment**	• Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 8 (15 days total) LESSON 1	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. 4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	**Learning Goals:** ● Use an area model to add fractions. ● Use a number line to add fractions. ● Explain what it means to add fractions. **Obj. We are learning to**: I can use area models and number lines to add fractions **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable)

			• Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 8 (15 days total) LESSON 2	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. 4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions.	**Learning Goals:** ● Write a fraction as a sum of unit fractions. ● Write a fraction as a sum of two fractions. ● Write a fraction as a sum of fractions in more than one way. **Obj. We are learning to**: I can write a fraction as a sum of fractions **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual

			paths for each student
Big Ideas Chapter 8 (15 days total) LESSON 3	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. 4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	**Learning Goals:** ● Use models to add fractions. ● Use a rule to add fractions. ● Explain how to add fractions with like denominators. **Obj. We are learning to**: I can add fractions with like denominators. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 8 (15 days total) LESSON 4	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. 4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	**Learning Goals:** ● Use an area model to subtract fractions. ● Use a number line to subtract fractions. ● Explain what it means to subtract fractions. **Obj. We are learning to**: I can use area models and number lines to subtract fractions. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 8 (15 days total) LESSON 5	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. 4.NF.B.3d Solve word problems involving	**Learning Goals:** ● Use models to subtract fractions. ● Use a rule to subtract fractions. ● Explain how to subtract fractions with like denominators. **Obj. We are learning to**: I can subtract fractions with like denominators.	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab,

	addition and subtraction of fractions referring to the same whole and having like denominators.	**Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 8 (15 days total) LESSON 6	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. 4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions	**Learning Goals:** ● Model a mixed number. ● Write a mixed number as a fraction. ● Write a fraction greater than 1 as a mixed number. **Obj. We are learning to**: I can write mixed numbers as fractions and fractions as mixed numbers. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week

		• Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 8 (15 days total) LESSON 7	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. 4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/ or by using properties of operations and the relationship between addition and subtraction. 4.NF.B.3d	**Learning Goals:** ● Add fractional parts and whole number parts of mixed numbers with like denominators. ● Use equivalent fractions to add mixed numbers with like denominators. ● Explain two ways to add mixed numbers with like denominators. **Obj. We are learning to**: I can add mixed numbers with like denominators. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards

	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	• Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	• Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 8 (15 days total) LESSON 8	4.NF.B.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b. 4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/ or by using properties of operations and the relationship between addition and subtraction. 4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	**Learning Goals:** ● Subtract fractional parts and whole number parts of mixed numbers with like denominators. ● Use equivalent fractions to subtract mixed numbers with like denominators. ● Explain two ways to subtract mixed numbers with like denominators. **Obj. We are learning to**: I can subtract mixed numbers with like denominators. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 8 (15 days total) LESSON 9	4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/ or by using properties of operations and the relationship between addition and subtraction. 4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.	**Learning Goals:** ● Understand a problem. ● Make a plan to solve. ● Solve a problem using an equation. **Obj. We are learning to**: I can solve multi-step word problems involving fractions and mixed numbers. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction) **Review and Chapter Assessment**	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 1 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 10 (13 days total) LESSON 1	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100.	**Learning Goals:** ● Extend a place value chart to include tenths. ● Write fractions involving tenths as decimals. ● Write mixed numbers involving tenths as decimals. **Obj. We are learning to**: I can write a fraction or mixed number involving tenths as a decimal. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform

		• Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	-iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 2 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 10 (13 days total) LESSON 2	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100.	**Learning Goals:** ● Extend a place value chart to include hundredths. ● Write fractions involving hundredths as decimals. ● Write mixed numbers involving hundredths as decimals. **Obj. We are learning to**: I can write a fraction or mixed number involving hundredths as a decimal. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 2

			• Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 10 (13 days total) LESSON 3	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. 4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	**Learning Goals:** ● Write tenths as hundredths in both fraction form and decimal form. ● Write hundredths as tenths in both fraction form and decimal form. ● Explain what equivalent decimals are. **Obj. We are learning to**: I can write tenths and hundredths as equivalent fractions and decimals. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 2 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 10 (13 days total) LESSON 4	4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the	**Learning Goals:** ● Choose a strategy to compare two decimals. ● Use the symbols <, >, and = to compare two decimals to the hundredths place. **Obj. We are learning to**: I can compare decimals to the hundredths place.	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and

	conclusions.	**Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 2 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 10 (13 days total) LESSON 5	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. 4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100	**Learning Goals:** ● Use equivalent fractions to add decimal fractions. ● Use equivalent fractions to add decimals. **Obj. We are learning to**: I can use equivalent fractions to add decimal fractions and decimals. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable)

			• Foldables • Reflex Math • Big Ideas Workbook Volume 2 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 10 (13 days total) LESSON 6	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100.	**Learning Goals:** ● Write money amounts using a dollar sign and a decimal point. ● Write money amounts as fractions or mixed numbers. ● Write money amounts as decimals. **Obj. We are learning to**: I can write amounts of money in different ways. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 2 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 10 (13 days total) LESSON 7	4.MD.A.2 Use the four operations to solve word problems involving distances,	**Learning Goals:** ● Use the four operations to solve money problems. ● Explain why I used the operation I did to solve. **Obj. We are learning to**: I can add, subtract, multiply, and divide amounts of money.	**Activities:** -Whole Group Lesson -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) -See Strategies for Differentiating Instruction to utilize

	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	**Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark # 1 (for use after Chapter 3) • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment Form A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction) **Review and Chapter Assessment**	during Math Centers -See Resources by Chapter for Daily Skills & Vocab, Prerequisite Skills, Extra Practice, Reteach, Enrich and Extend Activities -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands On Manipulatives • Visual Vocabulary Cards • Exit Tickets • Common Core Quick Check (Printable) • Problem of the Day (Printable) • Foldables • Reflex Math • Big Ideas Workbook Volume 2 • Big Ideas Online digital platform • iReady platform 40 minutes/week with individual paths for each student

Technology Integration	Interdisciplinary Connections	21st Century Life and Career Skills
• Cool Math Games http://www.coolmath-games.com/ • Prodigy https://www.prodigygame.com/ • Fact Freaks https://www.factfreaks.com/ • LearnZillion https://learnzillion.com/	• W.4.7 Math/Social Studies: Provide examples on a famous mathematician • 4.NBT.2 Math/STEAM: Students will integrate science, technology, engineering, and/or art with math to develop a game that involves priority standards addressed in Unit #1 • 4.OA.3 Math/Social Studies/Reading: Leveled Readers	• CRP.K-12.CRP2 Apply appropriate academic and technical skills. • CRP.K-12.CRP3 Attend to personal health and financial well-being. • CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

• Math Playground http://www.mathplayground.com/grade_4_games.html • iReady Learning platform Students can access through their Clever portal. • TECH.8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. • TECH.8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue. • TECH.8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding. • TECH.8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem. • TECH.8.2.5.E.4 Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).	• 4.M.A.2 Math/Science: Climate Change problem solvin--use the four operations to solve word problems related to the use of natural resources and involving distance, time, liquid volume, and/or the mass of objects. • 4.OA.3 Math/Music/Reading: Big Ideas Math Musicals • 4.OA.3 Math/Science/Reading: Big Ideas STEAM Videos & Performance Tasks • 4.OA.A.3 Math/Science: Climate Change problem solving--use the four operations to solve multi-step word problems posed with whole numbers, having whole-number answers and that are based on energy, fuels, and natural resources.	• CRP.K-12.CRP11 Use technology to enhance productivity. • PFL.9.1.4.B Money Management • PFL.9.1.4.E Becoming a Critical Consumer

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements