Swedesboro-Woolwich School District's Mathematics Curriculum Guidance Document

GRADE 4– Unit 3/Big Ideas Chapters 9 and 11-14

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: ● Multiply Fractions and Whole Numbers ● Understand Measurement Equivalence ● Use Perimeter and Area Formulas ● Identify and Draw Lines and Angles ● Identify Symmetry and Two-Dimensional Shapes

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.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

MATH.4.NF.B.4.a Understand a fraction a/b as a multiple of $1/b$.

MATH.4.NF.B.4.b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number.

MATH.4.NF.B.4.c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

MATH.4.M.A.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

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.

MATH.4.M.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

MATH.4.M.B.4.a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360th of a circle is called a "one-degree angle," and can be used to measure angles.

MATH.4.M.B.4.b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

MATH.4.M.B.5 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

MATH.4.M.B.6 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

MATH.4.DL.B.5 Make a line plot to display a data set of measurements in fractions of a unit (½, ¼, ⅛). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

MATH.4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

MATH.4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles.

MATH.4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Essential Questions

- How are fractions and decimals related?
- Why do we convert measurements?
- How can conversion of measurements help me solve real-world problems?
- Why is it important to measure perimeter and area?
- How are different ideas about geometry connected?

Weekly Learning Activities and Pacing Guide			
Topic & # Days	**NJ Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**
Big Ideas Chapter 9 (11 days total) LESSON 1	4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	**Learning Goals:** ● Write a fraction as a sum of unit fractions. ● Use multiplication to rewrite a sum of unit fractions. ● Write a fraction as a multiple of a unit fraction. **Obj. We are learning to**: I can write fractions as multiples of unit fractions. **Suggested Formative Assessment(s)**:	**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

	4.NF.B.4a Understand a fraction a / b as a multiple of 1 / b .	• 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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 9 (11 days total) LESSON 2	4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 4.NF.B.4b Understand a multiple of a / b as a multiple of 1 / b , and use this understanding to multiply a fraction by a whole number.	**Learning Goals:** ● Write a fraction as a multiple of a unit fraction. ● Write a multiple of a fraction as a multiple of a unit fraction. ● Find the product of a whole number and a unit fraction. **Obj. We are learning to**: I can write multiples of fractions as multiples of unit 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 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

	4.NF.B.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	• Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Materials** • Weekly Calendar • Hands-On Manipulatives • Visual Vocabulary Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 9 (11 days total) LESSON 3	4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 4.NF.B.4b Understand a multiple of a / b as a multiple of 1 / b , and use this understanding to multiply a fraction by a whole number. 4.NF.B.4c Solve word problems involving multiplication of a fraction by a whole	**Learning Goals:** ● Write a multiple of a fraction as a multiple of a unit fraction. ● Use a rule to find the product of a whole number and a fraction. ● Explain why the rule used to multiply a whole number and a fraction makes sense. **Obj. We are learning to**: I can multiple whole numbers and 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 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 Flashcards

	number, e.g., by using visual fraction models and equations to represent the problem.		• Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 9 (11 days total) LESSON 4	4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 4.NF.B.4b Understand a multiple of a / b as a multiple of 1 / b , and use this understanding to multiply a fraction by a whole number. 4.NF.B.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	**Learning Goals:** ● Write a mixed number as a fraction to multiply. ● Use the Distributive Property to multiply. ● Find the product of a whole number and a mixed number. **Obj. We are learning to**: I can multiply whole numbers and mixed 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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2

			• iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 9 (11 days total) LESSON 5	4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 4.NF.B.4b Understand a multiple of a / b as a multiple of 1 / b , and use this understanding to multiply a fraction by a whole number. 4.NF.B.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	**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 • Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 11 (15 days total) LESSON 1	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**Learning Goals:** ● Compare sizes of metric units of length. ● Write metric lengths using smaller metric units. ● Make tables of equivalent metric lengths. **Obj. We are learning to**: I can write lengths using equivalent metric measures. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 11 (15 days total) LESSON 2	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**Learning Goals:** ● Compare sizes of metric units of mass and capacity. ● Write metric masses and capacities using smaller metric units. ● Make tables of equivalent metric measures. **Obj. We are learning to**: I can write masses and capacities using equivalent metric measures. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 11 (15 days total)	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm;	**Learning Goals:** ● Compare sizes of customary units of length. ● Write customary lengths using smaller customary units. ● Make tables of equivalent customary lengths.	**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	kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**Obj. We are learning to**: I can write lengths using equivalent customary measures. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 11 (15 days total) LESSON 4	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a	**Learning Goals:** ● Compare sizes of customary units of weight. ● Write customary weights using smaller customary units. ● Make tables of equivalent customary weights. **Obj. We are learning to**: I can write weights using equivalent customary measures. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark	**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

	two-column table. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	• Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 11 (15 days total) LESSON 5	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	**Learning Goals:** ● Compare sizes of customary units of capacity. ● Write customary capacities using smaller customary units. ● Make tables of equivalent customary capacities. **Obj. We are learning to**: I can write capacities using equivalent customary measures. **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 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

	4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	• Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	**Materials** • Weekly Calendar • Hands-On Manipulatives • Visual Vocabulary Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 11 (15 days total) LESSON 6	4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**Learning Goals:** ● Make a line plot. ● Interpret a line plot. ● Use a line plot to solve a real-life problem. **Obj. We are learning to**: I can make line plots and use them to solve problems. **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 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 Flashcards • Exit Tickets

	4.DL.B.5 Make a line plot to display a data set of measurements in fractions of a unit (1/2 , 1/4 , 1/8) . Solve problems involving addition and subtraction of fractions by using information presented in line plots.		• Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 11 (15 days total) LESSON 7	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing	**Learning Goals:** ● Compare sizes of units of time. ● Write amounts of time using smaller units. ● Make tables of equivalent amounts of time. **Obj. We are learning to**: I can write amounts of time using equivalent measures **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual

	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.		paths for each student
Big Ideas Chapter 11 (15 days total) LESSON 8	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line	**Learning Goals:** ● Understand a problem. ● Make a plan to solve. ● Solve a problem. **Obj. We are learning to**: I can solve multi-step word problems involving elapsed time. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student

	diagrams that feature a measurement scale.		
Big Ideas Chapter 11 (15 days total) LESSON 9	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**Learning Goals:** ● Write measures using smaller units. ● Use regrouping to rewrite a mixed measure. **Obj. We are learning to**: I can add and subtract mixed measures. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 12 (9 days total) LESSON 1	4.M.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	**Learning Goals:** ● Write a formula for the perimeter of a rectangle. ● Find the perimeter of a rectangle. **Obj. We are learning to**: I can use a formula to find the perimeter of a rectangle. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 12 (9 days total) LESSON 2	4.M.A.3 Apply the area and perimeter formulas for rectangles in real world	**Learning Goals:** ● Write a formula for the area of a rectangle. ● Find the area of a rectangle. **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)

	and mathematical problems.	I can use a formula to find the area of a rectangle. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 12 (9 days total) LESSON 3	4.M.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	**Learning Goals:** ● Find an unknown measure of a rectangle given the area. ● Find an unknown measure of a rectangle given the perimeter. **Obj. We are learning to**: I can find unknown measures of rectangles. **Suggested Formative Assessment(s)**: • Big Ideas Created Assessment: Course Benchmark	**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

		• Journal Writing • Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 12 (9 days total) LESSON 4	4.M.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. 4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in	**Learning Goals:** ● Understand a problem. ● Make a plan to solve. ● Solve a problem. **Obj. We are learning to**: I can solve multi-step word problems involving perimeter or area. **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 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

	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.	• Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction) **Review and Chapter Assessment**	**Materials** • Weekly Calendar • Hands-On Manipulatives • Visual Vocabulary Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 13 (14 days total) LESSON 1	4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**Learning Goals:** ● Identify points, lines, line segments, and rays. ● Name points, lines, line segments, and rays. ● Draw points, lines, line segments, and rays. **Obj. We are learning to**: I can identify and draw points, lines, line segments, and rays. **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 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 Flashcards • Exit Tickets

			• Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 13 (14 days total) LESSON 2	4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**Learning Goals:** ● Identify angles as right, straight, acute, or obtuse. ● Name angles. ● Draw angles. **Obj. We are learning to**: I can identify and draw angles. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual

			paths for each student
Big Ideas Chapter 13 (14 days total) LESSON 3	4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**Learning Goals:** ● Identify intersecting lines, parallel lines, and perpendicular lines. ● Draw intersecting lines, parallel lines, and perpendicular lines. **Obj. We are learning to**: I can identify and draw intersecting lines, parallel lines, and perpendicular lines. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 13 (14 days total) LESSON 4	4.M.B.4 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 4.M.B.4a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	**Learning Goals:** ● Use fractional parts of a circle to measure angles. ● Explain how degrees are related to fractional parts of a circle. **Obj. We are learning to**: I can measure angles using degrees. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 13 (14 days total) LESSON 5	4.M.B.4 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 4.M.B.4a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. 4.M.B.4b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	**Learning Goals:** ● Find the angle measures of a pattern block. ● Use a pattern block to find an angle measure. **Obj. We are learning to**: I can find the measures of angles. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 13 (14 days total)	4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and	**Learning Goals:** ● Use a protractor to measure an angle. ● Use a protractor to draw an angle. **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 6	perpendicular and parallel lines. Identify these in two-dimensional figures. 4.M.B.4 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: 4.M.B.4a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. 4.M.B.4b An angle that turns through n one-degree angles is said to have an angle measure of n degrees. 4.M.B.5 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	I can measure and draw angles. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 13 (14 days total) LESSON 7	4.M.B.5 Measure angles in whole-number degrees using a protractor. Sketch angles of specified	**Learning Goals:** ● Identify the parts of an angle. ● Find the measure of an angle by adding its parts. ● Write an equation to find an angle measure. **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

	measure. 4.M.B.6 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.	I can find the measure of an angle using its parts. **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 A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction)	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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 13 (14 days total) LESSON 8	4.M.B.5 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. 4.M.B.6 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole	**Learning Goals:** ● Describe how a pair of angles are related. ● Write an equation to find an unknown angle measure. ● Solve an equation to find an unknown angle measure. **Obj. We are learning to**: I can find the measures of unknown angles. **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 -Homework by lessons may be assigned via the

	is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.	• Standardized Test Practice (NJSLA released items) • Teacher Created Assessments/Exit Tickets Big Ideas • Big Ideas Chapter Assessment A • Big Ideas Created Assessment: Pre-Course Test (administer beginning of the year prior to instruction) **Review and Chapter Assessment**	workbook or through the Big Ideas online platform -iReady for 40 minutes/week **Materials** • Weekly Calendar • Hands-On Manipulatives • Visual Vocabulary Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 14 (10 days total) LESSON 1	4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Learning Goals:** ● Determine whether a shape has line symmetry. ● Identify how many lines of symmetry a shape has. ● Draw each line of symmetry a shape has. **Obj. We are learning to**: I can identify shapes that have line symmetry. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 14 (10 days total) LESSON 2	4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Learning Goals:** ● Draw a symmetric shape given one half of the shape and a line of symmetry. ● Draw a symmetric shape given one half of the shape. **Obj. We are learning to**: I can draw symmetric shapes. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable)

			• Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student
Big Ideas Chapter 14 (10 days total) LESSON 3	4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Learning Goals:** ● Identify sides of a triangle with the same length. ● Identify sides of a triangle with different lengths. ● Use sides to classify a triangle. **Obj. We are learning to**: I can classify triangles by their sides. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 14 (10 days total) LESSON 4	4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Learning Goals:** ● Identify an angle as right, acute, or obtuse. ● Use angles to classify a triangle. ● Use angles and sides to classify a triangle. **Obj. We are learning to**: I can classify triangles by their angles. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • iReady platform 40 minutes/week with individual paths for each student

Big Ideas Chapter 14 (10 days total) LESSON 5	4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	**Learning Goals:** ● Identify parallel sides and sides with the same length in a quadrilateral. ● Identify right angles of a quadrilateral. ● Use angles and sides to classify a quadrilateral. **Obj. We are learning to**: I can classify quadrilaterals. **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 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 Flashcards • Exit Tickets • Problem of the Day (Printable) • Foldables • Big Ideas Online digital platform • Big Ideas Workbook Volume 2 • 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/ • 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).	• 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 • 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.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. • 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