# Unit 3 (Ch 9 \& 11-14) 

Content Area: Mathematics<br>Course(s): Mathematics 4<br>Time Period: March<br>Length: 61 days (including 2 days for iReady testing)<br>Status: Published

## Unit \#3 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

## Priority Standards

\(\left.$$
\begin{array}{ll}\text { MATH.4.OA.A.3 } & \begin{array}{l}\text { Solve multi-step word problems posed with whole numbers and having whole-number } \\
\text { answers using the four operations, including problems in which remainders must be } \\
\text { interpreted. Represent these problems using equations with a letter standing for the }\end{array}
$$ <br>
unknown quantity. Assess the reasonableness of answers using mental computation and <br>

estimation strategies including rounding.\end{array}\right\}\)| Apply and extend previous understandings of multiplication to multiply a fraction by a |
| :--- |
| whole number. |


| MATH.4.M.A. 3 | Apply the area and perimeter formulas for rectangles in real world and mathematical <br> problems. |
| :--- | :--- |
| MATH.4.M.B.4.a | An angle is measured with reference to a circle with its center at the common endpoint of <br> the rays, by considering the fraction of the circular arc between the points where the two <br> rays intersect the circle. An angle that turns through $1 / 360$ th of a circle is called a "one- <br> 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 $n$ <br> degrees. |
| MATH.4.M.B.5 | Measure angles in whole-number degrees using a protractor. Sketch angles of specified <br> measure. |
| Mecognize 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 $(1 / 2,1 / 4,1 / 8)$. |
| Solve problems involving addition and subtraction of fractions by using information |  |
| presented in line plots. |  |

## Learning Targets

- Lesson 11-1: I can write lengths using equivalent metric measures.
- Lesson 11-2: I can write masses and capacities using equivalent metric measures.
- Lesson 11-3: I can write lengths using equivalent customary measures.
- Lesson 11-4: I can write weights using equivalent customary measures.
- Lesson 11-5: I can write capacities using equivalent customary measures.
- Lesson 11-6: I can make line plots and use them to solve problems.
- Lesson 11-7: I can write amounts of time using equivalent measures.
- Lesson 11-8: I can solve multi-step word problems involving elapsed time.
- Lesson 11-9: I can add and subtract mixed measures.
- Lesson 12-1: I can use a formula to find the perimeter of a rectangle.
- Lesson 12-2: I can use a formula to find the area of a rectangle.
- Lesson 12-3: I can find unknown measures of rectangles.
- Lesson 12-4: I can solve multi-step word problems involving perimeter or area.
- Lesson 13-1: I can identify and draw points, lines, line segments, and rays.
- Lesson 13-2: I can identify and draw angles.
- Lesson 13-3: I can identify and draw intersecting lines, parallel lines, and perpendicular lines.
- Lesson 13-4: I can measure angles using degrees.
- Lesson 13-5: I can find the measures of angles.
- Lesson 13-6: I can measure and draw angles.
- Lesson 13-7: I can find the measure of an angle using its parts.
- Lesson 13-8: I can find the measures of unknown angles.
- Lesson 14-1: I can identify shapes that have line symmetry.
- Lesson 14-2: I can draw symmetric shapes.
- Lesson 14-3: I can classify triangles by their sides.
- Lesson 14-4: I can classify triangles by their angles.
- Lesson 14-5: I can classify quadrilaterals.
- Lesson 9-1: I can write fractions as multiples of unit fractions.
- Lesson 9-2: I can write multiples of fractions as multiples of unit fractions.
- Lesson 9-3: I can multiple whole numbers and fractions.
- Lesson 9-4: I can multiply whole numbers and mixed numbers.
- Lesson 9-5: I can solve multi-step word problems involving fractions and mixed numbers.


## Essential Questions

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


## Materials and Resources

- Big Ideas Online digital platform
- Big Ideas Workbook Volume 2
- Exit Tickets
- Foldables
- Hands-On Manipulatives
- iReady platform 40 minutes/week with individual paths for each student
- Problem of the Day (Printable)
- Visual Vocabulary Flashcards
- Weekly Calendar
- Big Ideas Chapter 10 Assessment Form B
- Big Ideas Chapter 11 Assessment Form B
- Big Ideas Chapter 12 Assessment Form B
- Big Ideas Chapter 13 Assessment Form B
- Big Ideas Chapter 14 Assessment Form B
- Big Ideas Chapter 9 Assessment Form B


## Unit Assessments (Optional)

- Big Ideas Chapter Assessment Form A
- Big Ideas Created Assessment: Course Benchmark \# 3 (for use after Chapter 14)
- Big Ideas Created Assessment: Post-Course Benchmark (end of year)
- Journal Writing
- Standardized Test Practice (NJSLA released items/iReady platform)


## Learning Plan


-Homework by lessons may be assigned via the workbook or through the Big Ideas online platform
-iReady for 40 minutes/week
-Whole Group Lesson
-Exit Tickets
(4th grade shared folder Math already created or create your own online via Big Ideas online platform)

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

Chapter Chapter 4.NF.B.4b Understand a multiple of $9 \quad 9: \quad \mathrm{a} / \mathrm{b}$ as a multiple of $1 / \mathrm{b}$, and use this understanding to multiply a
(11 Lesson fraction by a whole number. days) 2
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.

- 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.
-See Strategies
for
Differentiating
Instruction to
utilize during
I can write Math Centers multiples of fractions as multiples of fretions. Daily Skills \& 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

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.
4.NF.B. 4

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

Chapter Chapter 4.NF.B.4b Understand a multiple of $9 \quad 9: \quad \begin{aligned} & \mathrm{a} / \mathrm{b} \text { as a multiple of } 1 / \mathrm{b} \text {, and use } \\ & \text { this understanding to multiply a }\end{aligned}$ (11 Lesson fraction by a whole number. days) 5
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.
of a whole number and a mixed number.
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
-Whole Group Lesson
-Exit Tickets
(4th grade shared folder Math already created
or create your
$\begin{array}{ll}\text { I can solve } & \text { own online via } \\ \text { multi-step word } & \text { Big Ideas online }\end{array}$ platform)
involving
fractions and -See Strategies

- Solve a problem mixed numbers. for using an equation.
- Understand a
problem.
- Make a plan to solve.

Differentiating
Instruction to utilize during
Math Centers
-See Resources by Chapter for Daily Skills \&

|  |  | Vocab, <br> Prerequisite |
| :--- | :--- | :--- |
|  |  | Skills, Extra |
|  |  | Practice, <br> Reteach, Enrich <br> and Extend |
|  |  | Activities |


|  |  |  |  | -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | -iReady for 40 minutes/week <br> -Whole Group Lesson |
|  | 4.MD.A. 1 Know relative sizes of measurement units within one system of units including $\mathrm{km}, \mathrm{m}, \mathrm{cm} ; \mathrm{kg}, \mathrm{g}$; $\mathrm{lb}, \mathrm{oz} . ; \mathrm{l}, \mathrm{ml}$; 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. | - Compare sizes of metric units of mass and capacity. | write | -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) <br> -See Strategies for Differentiating Instruction to utilize during |
| Chapter Chapte <br> 11 11: |  | - Write metric | masses and | Math Centers |
| $\begin{array}{ll} (15 & \text { Lesson } \\ \text { days) } & 2 \end{array}$ | 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 | masses and capacities using smaller metric units. <br> - Make tables of equivalent metric measures. | capacities using equivalent metric measures. | -See Resources by Chapter for Daily Skills \& Vocab, <br> Prerequisite <br> Skills, Extra <br> Practice, <br> Reteach, Enrich and Extend Activities |
|  | diagrams such as number line diagrams that feature a measurement scale. |  |  | -Homework by lessons may be assigned via the workbook or through the Big Ideas online platform |
|  |  |  |  | -iReady for 40 minutes/week |
| Chapter Chapter $11 \quad 11:$ | 4.MD.A. 1 Know relative sizes of measurement units within one system | - Compare sizes of customary units | I can write lengths using | -Whole Group Lesson |


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.
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 twocolumn table.
Chapter Chapter
11 11: 4.MD.A. 2
(15 Lesson Use the four operations to solve word days) 5 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.

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
-Whole Group
Lesson
-Exit Tickets
(4th grade shared folder Math already created or create your own online via
Big Ideas online platform)

- Write customary I can write capacities using capacities using -See Strategies smaller customary equivalent for customary measures.
- Make tables of equivalent customary capacities.

Differentiating
Instruction to
utilize during
Math Centers
-See Resources
by Chapter for
Daily Skills \&
Vocab,
Prerequisite
Skills, Extra
Practice,
Reteach, Enrich

## 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 Chapter Chapter

| 11 | $11:$ |
| :--- | :--- |
| $(15$ | Lesson |
| days) | 6 | in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

## 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.
-Homework by lessons may be assigned via the workbook or through the Big Ideas online platform
-iReady for 40 minutes/week
-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
I can make line
plots and use -See Resources them to solve by Chapter for problems. 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
-Whole Group
Lesson

## 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 twocolumn table.
Chapter Chapter
11 11: 4.MD.A. 2
$\begin{array}{lll}\text { (15 } & \text { Lesson } & \text { Use the four operations to solve word } \\ \text { days) } & 7 & \text { problems involving distances, }\end{array}$ days) 7 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.

## 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 twocolumn table.
-Exit Tickets
(4th grade shared folder Math already created or create your own online via Big Ideas online platform)
-See Strategies
for
Differentiating

- Compare sizes
of units of time.
- Write amounts
of time using
smaller units.
- Make tables of equivalent amounts of time.

Instruction to
utilize during
Math Centers
I can write
amounts of time -See Resources using equivalent by Chapter for measures 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
-Whole Group Lesson

- Understand a problem.
- Make a plan to solve.
- Solve a problem.
$\begin{array}{ll}\text { I can solve } & \text {-Exit Tickets } \\ \text { multi-step word } & \begin{array}{l}\text { (4th grade shared } \\ \text { folder Math }\end{array}\end{array}$ problems involving elapsed time.
-Exit Tickets folder Math already created or create your own online via Big Ideas online platform)

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.
4.MD.A. 1

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; 1 , 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 twoChapter Chapter 11 11:
(15 Lesson

- Write measures using smaller units.
- Use regrouping to rewrite a mixed measure.
-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
-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
diagrams such as number line diagrams that feature a measurement scale.
- Write a formula for the perimeter of a rectangle.
Apply the area and perimeter
(9 Lesson formulas for rectangles in real world days) 1 and mathematical problems.
- Find the perimeter of a rectangle.

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
-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 $\begin{array}{ll}\text { I can use a } & \text { Differentiating } \\ \text { formula to find } & \text { Instruction to }\end{array}$ the perimeter of utilize during a rectangle. 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
\(\left.\left.$$
\begin{array}{lll} & & \begin{array}{l}\text { through the Big } \\
\text { Ideas online }\end{array} \\
\text { platform }\end{array}
$$\right] \begin{array}{l}-iReady for 40 <br>

minutes/week\end{array}\right]\)| -Whole Group |
| :--- |
| Lesson |

of a rectangle
given the perimeter.
4.M.A. 3

Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

## 4.OA.A. 3

Chapter Chapter

12 12: | Solve multistep word problems |
| :--- |
| posed with whole numbers and |

(9 Lesson having whole-number answers using days) 4 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
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
-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

- Understand a
problem.
- Make a plan to solve.
- Solve a problem.

I can solve multi-step word
problems involving perimeter or area.


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
-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

- Identify angles Chapter Chapter
13 13: Draw points, lines, line segments, rays, angles (right, acute, obtuse), (14 Lesson and perpendicular and parallel lines. days) 2 Identify these in two-dimensional figures.
as right, straight, acute, or obtuse. - Name angles.
- Draw angles.

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

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 $n$ onedegree angles is said to have an angle measure of n degrees.
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 - Find the angle Chapter Chapter reference to a circle with its center at measures of a 13 13: the common endpoint of the rays, by pattern block. considering the fraction of the
(14 Lesson circular arc between the points where $\bullet$ Use a pattern days) 5 the two rays intersect the circle. An block to find an angle that turns through $1 / 360$ of a angle measure. 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.

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
-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

|  |  |  <br> Vocab, |
| :--- | :--- | :--- |
|  | Prerequisite |  |
|  | Skills, Extra <br> Practice, |  |
|  | Reteach, Enrich <br> and Extend |  |
|  | Activities |  |


|  |  |  |  | workbook or through the Big Ideas online platform |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | -iReady for 40 minutes/week <br> -Whole Group Lesson |
|  |  |  |  | -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) |
|  | 4.M.B. 5 Measure angles in wholenumber degrees using a protractor. Sketch angles of specified measure. | - Identify the parts of an angle. |  | -See Strategies for Differentiating Instruction to utilize during |
| Chapter Chapter | 4.M.B. 6 Recognize angle measure as | - Find the | I can find the | Math Centers |
| 13 $13:$ <br>   <br> (14 Lesson <br> days) 7 | 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. | measure of an angle by adding its parts. <br> - Write an equation to find an angle measure. | measure of an angle using its parts. | -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 |
|  |  |  |  | -Whole Group |
| $13 \quad 13:$ | number degrees using a protractor. <br> Sketch angles of specified measure. | pair of angles are related. | I can find the measures of | Lesson |
| $\begin{array}{ll} (14 & \text { Lesson } \\ \text { days }) & 8 \end{array}$ | 4.M.B. 6 Recognize angle measure as additive. When an angle is | - Write an equation to find an | unknown angles. | -Exit Tickets (4th grade shared folder Math |

decomposed into non-overlapping unknown angle parts, the angle measure of the whole measure. is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real unknown angle world and mathematical problems. measure.
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
-Review \&
Chapter
Assessment
-iReady for 40 minutes/week
-Chapter Opener
-Whole Group
Lesson
-Exit Tickets I can identify (4th grade shared shapes that have folder Math
already created
or create your
own online via
Big Ideas online
platform)
-See Strategies

|  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | ifferentiating struction to tilize 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 <br> -Whole Group Lesson |
| $\begin{aligned} & \text { Chapter } \\ & 14 \\ & (12 \\ & \text { days } \end{aligned}$ | Chapter 14 : | 4.G.A. 3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such | - Draw a symmetric shape given one half of the shape and a | I can draw | -Exit Tickets (4th grade shared folder Math already created or create your own online via Big Ideas online platform) |
| $=10+$ <br> 2 days <br> for <br> iReady testing) | Lesson <br> 2 | that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | line of symmetry. <br> - Draw a symmetric shape given one half of the shape. | symmetric shapes. | -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
-Whole Group
Lesson
-Exit Tickets
(4th grade shared folder Math already created or create your own online via Big Ideas online platform)

Chapter
14
(12 iReady testing)
days 14: based on the presence or absence of parallel or perpendicular lines, or the
$=10+$ Lesson presence or absence of angles of a 2 days 3 specified size. Recognize right for triangles as a category, and identify
4.G.A. 2 right triangles.

- Identify sides of a triangle with the same length.
- Identify sides of I can classify a triangle with triangles by different lengths.
- Use sides to classify a triangle.
-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

iReady
testing)
quadrilateral.
- Use angles and sides to classify a quadrilateral.

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
-Review \&
Chapter Assessment
-iReady for 40
minutes/week

## Technology Integration

| Learn Zillion | https://learnzillion.com/ |
| :--- | :--- |
| Math Playground | http://www.mathplayground.com/grade_4_games.html |
| Internet4Classrooms | http://www.internet4classrooms.com/skills-4th- <br> mathbuilders.htm |
| (all skills) | Students can access through the Clever portal |
| iReady learning platform |  |

TECH.8.1.5.A. 1

TECH.8.1.5.A. 3
TECH.8.1.5.E. 1

Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Use a graphic organizer to organize information about problem or issue.
Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a
variety of tasks.

TECH.8.1.5.F. 1
TECH.8.2.5.D. 3
TECH.8.2.5.E. 4

Apply digital tools to collect, organize, and analyze data that support a scientific finding. Follow step by step directions to assemble a product or solve a problem.

Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

## Interdisciplinary Connections

- 4.DL.B. 5 Math/Science: Climate Change data literacy--make a line plot to display a data set of measurements in fractions of a unit in regards to natural resources.
- 4.M.A. 2 Math/Science: Climate Change problem solving--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.MD. 3 Math/Engineering: Use the skills of area and perimeter to design a house, zoo, city, etc.
- 4.MD. 6 Math/Art: Design a kitchen or bathroom tile and list the angle measurements of the tiles
- 4.MD. 6 Math/Science: Correlating physics unit to math (For example: building roller coasters in connection to science units)
- 4.NBT. 2 Students will integrate SCIENCE, technology, engineering, and/or art with math to develop a game that involves priority standards addressed in Unit \#3
- 4.NF. 3 Math/Health/Science: Develop recipes with fractions when planning a real world, large event (For example: birthday party, graduation, holiday)
- 4.OA. 3 Math/Music/Reading: Big Ideas Musicals
- 4.OA. 3 Math/Science/Reading: Big Ideas STEAM Videos \& Performance Tasks
- 4.OA. 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.
- W.4.7 Math/Social Studies/Writing: Research a famous mathematician


## 21st Century Life \& Career Ready Practices

| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
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| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| 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 |

