



## Grade 4 Math

 Collaboration Grade 4 Mathematics District Elementary School 2014-2015

Wednesday, July 16, 2014, 12:46PM



### Standards & Benchmarks

#### Module 1

(Week 1, 5 Weeks)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.OA Gain familiarity with factors and multiples.

- 4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole

### Text Support

**Module 1: Chapters 1 and 2 (22 days)  
Every Day Counts (10 minutes DAILY throughout Module 1) - Refer to Daily Planning Guide for daily lessons.**

- **Calendar**
- **Counting Tape**
- **Daily Depositor**
- *Graph*
- *Coin Counter*
- *Measurement*
- *Clock*
- A Fraction a Day

#### **Chapter 1: Whole Numbers (8 Days)**

*Pre-Test 1, Assessments 4 pp. 1-3*

**Chapter Introduction, TE pp. 1-4 (4.OA.5)**

**Lesson 1.1 Numbers to 100,000, TE pp. 5-13**

(4.NBT.1, 4.NBT.2, 4.OA.5, SMP.3, SMP.5, SMP.6, SMP.7)

*Practice and Apply, TE p. 13A*

- **Hands-On Activity, TE p. 9**
- **Game: Find the Value!, TE p. 12**

**Lesson 1.2 Comparing Numbers to 100,000, TE**

**pp. 14-19 (4.NBT.1, 4.NBT.2, 4.OA.5, SMP.1, SMP.3, SMP.6, SMP.7)**

*Practice and Apply, TE p. 19A*

- **Hands-On Activity, TE p. 17**

**Lesson 1.3 Adding and Subtracting Multi-Digit Numbers, TE pp. 20-30 (4.NBT.4, SMP.4)**

*Practice and Apply, TE p. 33A*

- **Math Journal, TE p. 31, Practice and**

### Resources

**Universal Access Support**

coming in 2014-15...

**Think Central**

coming in 2014-15...

**Teaching**

**Resources/Documents**

coming in 2014-15...

**Professional**

**Development**

coming in 2014-15...

## Standards & Benchmarks

number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

4.OA Generate and analyze patterns.

- 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations in Base Ten

4.NBT Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## Text Support

*Apply, TE p. 33A*

**Problem Solving: Put On Your Thinking Cap!, TE pp. 32-33** (4.OA.5, SMP.1, SMP.2, SMP.4, SMP.7, SMP.8)

*Practice and Apply, TE p. 33B*

**Chapter Wrap Up, TE pp. 34-35**

*Chapter Review / Test TE pp. 36-38*

*Chapter 1 Assessment, Test Prep 1, TE p. 38A*

**Chapter 2: Estimation and Number Theory (10 Days)**

*Pre-Test 2, Assessment 4 pp. 9-11*

**Chapter Introduction, TE pp. 39-43** (4.OA.3)

**Lesson 2.1 Estimation, TE pp. 44-55** (4.OA.3, SMP.1, SMP.2, SMP.6)

*Practice and Apply, TE pp. 55A-55B*

**Lesson 2.2 Factors, TE pp. 56-66** (4.OA.4, SMP.3, SMP.4, SMP.6)

*Practice and Apply, TE p. 66A*

- **Hands-On Activity, TE p. 63**
- **Math Journal, TE p. 67**

**Lesson 2.3 Multiples, TE pp. 68-73** (4.NBT.2, 4.OA.4, SMP.1)

*Practice and Apply, TE pp. 73A-73B*

**Lesson 2.4 Multiplying Using Models, TE pp. 74-76** (4.NBT.5, SMP.4, SMP.7)

*Practice and Apply, TE p. 76A*

**Problem Solving: Put On Your Thinking Cap!, TE pp. 77-78** (SMP.1, SMP.2, SMP.5, SMP.8)

*Practice and Apply, TE p. 78A*

**Chapter Wrap Up, TE pp. 79-80**

*Chapter Review / Test TE pp. 81-83*

*Chapter 2 Assessment, Test Prep 2, TE p. 83A*

*Cumulative Review, Chapters 1-2, TE pp. 83B - 83C*

## Resources

**and**  
**Reteach/Enrichment**  
(Week 6, 1 Week)

**Standards & Benchmarks**

Practice  
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.OA Gain familiarity with factors and multiples.

- 4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

4.OA Generate and analyze patterns.

**Text Support**

**Administer Common Assessment #1**

*Choose 3 days of lessons from the following choices based on student needs:*

**Chapter 1**

**Reteach**

*Lesson 1.1* (4.NBT.1, 4.NBT.2, 4.OA.5, SMP.3, SMP.5, SMP.6, SMP.7)

- *Reteach 4A pp. 1-8*
- *Extra Practice 4A pp. 1-8*

*Lesson 1.2* (4.NBT.1, 4.NBT.2, 4.OA.5, SMP.1, SMP.3, SMP.6, SMP.7)

- *Reteach 4A pp. 9-12*
- *Extra Practice 4A pp. 9-10*

*Lesson 1.3* (4.NBT.4, SMP.4)

- *Reteach 4A pp. 13-18*
- *Extra Practice 4A pp. 11-14*

**Extend**

*Enrichment 4A pp. 1-8*

**Chapter 2**

**Reteach**

*Lesson 2.1* (4.OA.3, SMP.1, SMP.6)

- *Reteach 4A pp. 19-28*
- *Extra Practice 4A pp. 15-16*

*Lesson 2.2* (4.OA.4, SMP.3, SMP.4, SMP.6)

- *Reteach 4A pp. 29-38*
- *Extra Practice 4A pp. 17-19*

*Lesson 2.3* (4.NBT.2, 4.OA.4, SMP.1)

- *Reteach 4A pp. 39-44*
- *Extra Practice 4A pp. 21-22*

*Lesson 2.4* (4.NBT.5, SMP.6, SMP.7)

**Resources**

**Support**

coming in 2014-15...

**Think Central**

coming in 2014-15...

**Teaching**

**Resources/Documents**

coming in 2014-15...

**Professional**

**Development**

coming in 2014-15...

## Standards & Benchmarks

- 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations in Base Ten

4.NBT Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## Module 2

(Week 7, 5 Weeks)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.

## Text Support

- *Reteach 4A pp. 45-48*
- *Extra Practice 4A pp. 23-29*

### Extend

*Enrichment 4A pp. 9-16*

**Module 2: Chapter 3 and Part of Chapter 6 (24 days)**

**\*Common Assessment #2 will only include material covered through Chapter 3.**

**Every Day Counts (10 minutes DAILY throughout Module 2) - Refer to Daily Planning Guide for daily lessons.**

- **Calendar**

## Resources

**Universal Access Support**

coming in 2014-15...

**Think Central**

coming in 2014-15...

**Teaching**

**Resources/Documents**

coming in 2014-15...

**Professional**

## Standards & Benchmarks

- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations in Base Ten

4.NBT Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.1 Recognize that in a multi-digit whole

## Text Support

- **Counting Tape**
- **Daily Depositor**
- *Graph*
- *Coin Counter*
- *Measurement*
- *Clock*
- A Fraction a Day

### **Chapter 3: Whole Number Multiplication and Division (12 Days)**

*Pre-Test 3, Assessment 4 pp. 17-19*

**Chapter Introduction, TE pp. 84-91** (4.NBT.1, 4.NBT.5, 4.NBT.6)

**Lesson 3.1 Multiplying by a 1-Digit Number, TE pp. 92-100** (4.NBT.1, 4.NBT.5, 4.OA.2, SMP.3, SMP.4, SMP.5, SMP.6, SMP.7)

*Practice and Apply, TE pp. 100A*

- **Game: Roll and Multiply, TE p. 97**
- **Math Journal, TE p. 98**

**Lesson 3.2 Multiplying by a 2-Digit Number, TE pp. 101-110** (4.NBT.1, 4.NBT.5, 4.OA.2, SMP.3, SMP.4, SMP.5, SMP.6, SMP.7)

*Practice and Apply, TE pp. 110A*

- **Game: Find the Missing Numbers!, TE p. 106**

**Lesson 3.3 Modeling Regrouping with Regrouping, TE pp. 111-115** (4.NBT.1, 4.NBT.6, SMP.5, SMP.7, SMP.8)

*Practice and Apply, TE pp. 115A-115B*

**Lesson 3.4 Dividing by a 1-Digit Number, TE pp. 116-123** (4.NBT.6, SMP.2, SMP.6, SMP.8)

*Practice and Apply, TE p. 123A*

**Lesson 3.5 Real-World Problems: Multiplication and Division, TE pp. 124-134** (4.OA.1, 4.OA.2, 4.OA.3, SMP.1, SMP.2, SMP.4, SMP.6, SMP.7, SMP.8)

*Practice and Apply, TE pp. 134A-134B, 136*

- **Math Journal, TE p. 133, Practice and**

## Resources

### **Development**

coming in 2014-15...

## Standards & Benchmarks

number, a digit in one place represents ten times what it represents in the place to its right.

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

4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## Module 2 Assessment and Reteach/Enrichment (Week 12, 1 Week)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice  
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

## Text Support

Apply, TE p. 134

**Problem Solving: Put on Your Thinking Cap!, TE p. 135** (4.OA.1, 4.OA.2)

*Practice and Apply, TE p. 136*

**Chapter Wrap Up, TE p. 136**

*Chapter Review / Test TE pp. 137 - 138*

*Chapter 3 Assessment, Test Prep 3, TE p. 138*

**\*\*Chapters 4 and 5 do not address 4th grade Common Core Standards. For this they will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

**Chapter 6: Fractions and Mixed Numbers - begin (7 Days)**

*Pre-Test 6, Assessment 4 pp. 53-55*

**Chapter Introduction, TE pp. 239-244** (4.NF.3c, 4.NF.4b)

**Lesson 6.1 Adding Fractions, TE pp. 245-247** (4.NF.1, 4.NF.3a, SMP.2, SMP.4)

*Practice and Apply, TE p. 247*

**Lesson 6.2 Subtracting Fractions, TE pp. 248-250** (4.NF.1, 4.NF.3a, SMP.2, SMP.4)

*Practice and Apply, TE p. 250*

**Lesson 6.3 Mixed Numbers, TE pp. 251-257**

(4.MD.1, 4.NF.3a, SMP.3, SMP.4, SMP.6)

*Practice and Apply, TE pp. 257A-257B*

- **Hands-On Activity, p. 252**

**Lesson 6.4 Improper Fractions, TE pp. 258-263, 263A** (4.NF.3a, 4.NF.3b, 4.NF.4a, SMP.3, SMP.4, SMP.6)

- **Hands-On Activity, p. 261**

(Chapter 6 will continue in Module 3)

**Module 2 Assessment and Reteach (5 days)  
Administer Common Assessment #2**

*Choose 3 days of lessons from the following choices based on student needs:*

**Chapter 3  
Reteach**

**Universal Access Support**

coming in 2014-15...

**Think Central Teaching**  
coming in 2014-15...

## Standards & Benchmarks

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations in Base Ten

4.NBT Generalize place value understanding for multi-digit whole numbers.

## Text Support

*Lesson 3.1* (4.NBT.1, 4.NBT.5, 4.OA.2, SMP.3, SMP.4, SMP.5, SMP.6, SMP.7, SMP.8)

- *Reteach 4A pp. 49-58*
- *Extra Practice 4A pp. 35-36*

*Lesson 3.2* (4.NBT.1, 4.NBT.5, 4.OA.2, SMP.3, SMP.4, SMP.5, SMP.6, SMP.7)

- *Reteach 4A pp. 59-68*
- *Extra Practice 4A pp. 39-41*

*Lesson 3.3* (4.NBT.1, 4.NBT.6, SMP.5, SMP.7, SMP.8)

- *Reteach 4A pp. 69-74*
- *Extra Practice 4A pp. 43-44*

*Lesson 3.4* (4.NBT.6, SMP.2, SMP.6, SMP.8)

- *Reteach 4A pp. 75-80*
- *Extra Practice 4A pp. 45-48*

*Lesson 3.5* (4.OA.1, 4.OA.2, 4.OA.3, SMP.1, SMP.2, SMP.4, SMP.6, SMP.7, SMP.8)

- *Reteach 4A pp. 81-88*
- *Extra Practice 4A pp. 49-56*

## Extend

*Enrichment 4A pp. 17-24*

## Resources

### Resources/Documents

coming in 2014-15...

### Professional

### Development

coming in 2014-15...

## Standards & Benchmarks

- 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- 4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

## Text Support

## Resources

### Module 3

(Week 13, 5 Weeks)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.

**Module 3: Continue Chapter 6 and Chapter 7 (23 days)**

**Every Day Counts (10 minutes DAILY throughout Module 3) - Refer to Daily Planning Guide for daily lessons.**

- **Calendar**
- **Counting Tape**
- **Daily Depositor**
- *Graph*
- *Coin Counter*
- *Measurement*
- *Clock*
- A Fraction a Day

**Chapter 6: Fractions and Mixed Numbers -**

**Universal Access Support**

coming in 2014-15...

**Think Central**  
coming in 2014-15...

**Teaching Resources/Documents**

coming in 2014-15...

**Professional Development**

coming in 2014-15...



## Standards & Benchmarks

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA Generate and analyze patterns.

- 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations—Fractions

4.NF Extend understanding of fraction equivalence and ordering.

- 4.NF.1 Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

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

## Text Support

continued (11 Days)

**Lesson 6.5 Renaming Improper Fractions and Mixed Numbers, TE pp. 264-270** (4.NF.3b, 4.NF.4a, SMP.4)

*Practice and Apply, TE p. 270A*

- **Game: Roll and Rename, pp. 266-267**

**Lesson 6.6 Renaming Whole Numbers When Adding and Subtracting Fractions, TE pp. 271-275** (4.NF.1, 4.NF.3a, 4.NF.3c, SMP.2, SMP.4)

*Practice and Apply, TE p. 275A*

**Lesson 6.7 Fraction of a Set, TE pp. 276-280** (4.NF.4b, 4.NF.4c, SMP.1, SMP.2, SMP.4, SMP.7)

*Practice and Apply, TE pp. 280A-280B*

**Lesson 6.8 Real-World Problems: Fractions, TE pp. 281-290** (4.NF.3d, 4.NF.4c, 4.OA.2, SMP.1, SMP.2, SMP.4)

*Practice and Apply, TE pp. 290A-290B*

**Lesson 6.9 Line Plots with Fractions of a Unit, TE pp. 291-294** (4.MD.4, SMP.1, SMP.4)

*Practice and Apply, TE pp. 294A-294B*

**Problem Solving: Put On Your Thinking Cap!, TE pp. 294-295**

*Practice and Apply, TE p. 295*

**Chapter Wrap Up, TE pp. 296-297**

*Chapter Review / Test TE pp. 298-301*

*Chapter 6 Assessment, Test Prep 6, TE pp. 301A-301B*

**Chapter 7: Decimals (10 Days)**

*Pre-Test 7, Assessment 4 pp. 71-72*

**Lesson 7.1 Understanding Tenths, TE pp. 4-12** (4.MD.1, 4.NBT.1, 4.NBT.2, 4.NF.6, SMP.4, SMP.7)

*Practice and Apply, TE p. 12A*

**Lesson 7.2 Understanding Hundredths, TE pp. 13-23** (4.NF.5, 4.NF.6, SMP.4)

*Practice and Apply, TE p. 23A*

**Lesson 7.3 Comparing Decimals, TE pp. 24-34** (4.NF.7, 4.OA.5, SMP.1, SMP.3, SMP.4, SMP.6, SMP.7)

*Practice and Apply, TE p. 34A*

- **Game: Decimal Game!, TE p. 30**
- **Hands-On Activity, TE p. 31**

## Resources

## Standards & Benchmarks

- 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- 4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
- 4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
- 4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- 4.NF.4a Understand a fraction  $a/b$  as a multiple of  $1/b$ .
- 4.NF.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.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 Understand decimal notation for fractions, and compare decimal fractions.

- 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
- 4.NF.6 Use decimal notation for fractions with denominators 10 or 100
- 4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the

## Text Support

- **Math Journal, TE p. 33**

*\*Lessons 7.4 and 7.5 does not address 4th grade Common Core Standards. For this reason, they will not be taught at this time, but can be added as enrichment at the end of the required chapters.*

**Problem Solving: Put On Your Thinking Cap!, TE pp. 48-49 (4.NF.7)**

*Practice and Apply, TE pp. 49*

**Chapter Wrap Up, TE pp. 50**

*Chapter Review / Test TE pp. 51-52*

*Chapter 7 Assessment, Test Prep 7, TE p. 52*

## Resources

## Standards & Benchmarks

results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using the number line or another visual model.

CA: CCCS: Mathematics, CA: Grade 4, Measurement & Data

4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.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 Represent and interpret data.

- 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

## Module 3 Assessment and Reteach/Enrichment (Week 18, 1 Week)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice  
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.

## Text Support

### **Module 3 Assessment and Reteach (5 days) Administer Common Assessment #3**

*Choose 3 days of lessons from the following choices based on student needs:*

#### **Chapter 6** **Reteach**

*Lesson 6.1 (4.NF.1, 4.NF.3a, SMP.2, SMP.3)*

- *Reteach 4A pp. 151-158*
- *Extra Practice 4A pp. 111-112*

*Lesson 6.2 (4.NF.1, 4.NF.3a, SMP.2, SMP.3)*

- *Reteach 4A pp. 159-166*

## Resources

### **Universal Access Support**

coming in 2014-15...

**Think Central**  
coming in 2014-15...

**Teaching Resources/Documents**  
coming in 2014-15...

**Professional Development**  
coming in 2014-15...

## Standards & Benchmarks

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.OA Generate and analyze patterns.

- 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations—Fractions

4.NF Extend understanding of fraction equivalence and ordering.

- 4.NF.1 Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

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

## Text Support

- *Extra Practice 4A pp. 113-114*

*Lesson 6.3* (4.MD.1, 4.NF.3a, SMP.3, SMP.4, SMP.6)

- *Reteach 4A pp. 167-170*
- *Extra Practice 4A pp. 115-118*

*Lesson 6.4* (4.NF.3a, 4.NF.3b, 4.NF.4a, SMP.3, SMP.4, SMP.6)

- *Reteach 4A pp. 171-176*
- *Extra Practice 4A pp. 119-125*

*Lesson 6.5* (4.NF.3b, 4.NF.4a, SMP.4)

- *Reteach 4A pp. 177-184*
- *Extra Practice 4A pp. 127-130*

*Lesson 6.6* (4.NF.1, 4.NF.3a, 4.NF.3c, SMP.2, SMP.4)

- *Reteach 4A pp. 185-192*
- *Extra Practice 4A pp. 131-132*

*Lesson 6.7* (4.NF.4b, 4.NF.4c, SMP.1, SMP.2, SMP.4, SMP.7)

- *Reteach 4A pp. 193-198*
- *Extra Practice 4A pp. 133-134*

*Lesson 6.8* (4.NF.3d, 4.NF.4c, 4.OA.2, SMP.1, SMP.1, SMP.2, SMP.4)

- *Reteach 4A pp. 199-206*
- *Extra Practice 4A pp. 135-138*

*Lesson 6.9* (4.MD.4, SMP.1, SMP.4)

- *Reteach 4A pp. 207-208*

## Resources

## Standards & Benchmarks

- 4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- 4.NF.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
- 4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- 4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
- 4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
- 4.NF.4a Understand a fraction  $a/b$  as a multiple of  $1/b$ .
- 4.NF.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.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 Understand decimal notation for fractions, and compare decimal fractions.

- 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
- 4.NF.6 Use decimal notation for fractions with denominators 10 or 100
- 4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the

## Text Support

- *Extra Practice 4A pp. 139-140*

### Extend

*Enrichment 4A pp. 47-55*

### Chapter 7

### Reteach

*Lesson 7.1 (4.MD.1, 4.NBT.1, 4.NBT.2, 4.NF.6, SMP.4, SMP.7)*

- *Reteach 4B pp. 1-10*
- *Extra Practice 4B pp. 1-6*

*Lesson 7.2 (4.NF.5, 4.NF.6, SMP.4)*

- *Reteach 4B pp. 11-28*
- *Extra Practice 4B pp. 7-12*

*Lesson 7.3 (4.NF.7, 4.OA.5, SMP.1, SMP.3, SMP.4, SMP.6, SMP.7)*

- *Reteach 4B pp. 29-46*
- *Extra Practice 4B pp. 13-16*

### Extend

*Enrichment 4B pp. 1-6*

## Resources

## Standards & Benchmarks

results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using the number line or another visual model.

CA: CCCS: Mathematics, CA: Grade 4, Measurement & Data

4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.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 Represent and interpret data.

- 4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

## Module 4

(Week 19, 6 Weeks)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.

## Text Support

## Resources

**Module 4: Chapters 8, 9 and 10 (28 days)  
Everyday Counts (10 minutes DAILY throughout  
Module 4) - Refer to Daily Planning Guide for  
daily lessons**

- **Calendar**
- **Counting Tape**
- **Daily Depositor**
- *Graph*
- *Coin Counter*
- *Measurement*
- *Clock*
- A Fraction a Day

**Chapter 8: Decimals (7 Days)**

*Pre-Test 8, Assessment 4 pp. 75-76*

**Universal Access  
Support**

coming in 2014-15...

**Think Central**

coming in 2014-15...

**Teaching**

**Resources/Documents**

coming in 2014-15...

**Professional**

**Development**

coming in 2014-15...

## Standards & Benchmarks

- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations in Base Ten

4.NBT Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations—Fractions

4.NF Understand decimal notation for fractions, and compare decimal fractions.

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

CA: CCCS: Mathematics, CA: Grade 4, Measurement & Data

4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.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

## Text Support

**Chapter Introduction, TE pp. 53-55**

**Lesson 8.1 Adding Decimals, TE pp. 56-64**

(4.NBT.1, 4.NBT.2, 4.NBT.4, 4.NF.5, SMP.4, SMP.7, SMP.8)

*Practice and Apply, TE pp. 60A, 64A*

- **Game: Make Wholes, TE p. 50**

**Lesson 8.2 Subtracting Decimals, TE pp. 65-71**

(4.NBT.1, 4.NBT.2, 4.NBT.4, SMP.4, SMP.7, SMP.8)

*Practice and Apply, TE pp. 71A-71B*

- **Game: Break a Whole, TE p. 68**

**Lesson 8.3 Real-World Problems: Decimals, TE pp. 72-75** (4.MD.1, 4.MD.2, SMP.1, SMP.4, SMP.8)

*Practice and Apply, TE p. 76*

**Problem Solving: Put on Your Thinking Cap!, TE p. 76**

*Practice and Apply, TE pp. 76A*

**Chapter Wrap Up, TE p. 77**

*Chapter Review / Test, TE pp. 78-79*

*Chapter 8 Assessment, Test Prep 8, TE p. 79*

*Cumulative Review, Chapters 7-8, TE pp. 79A-79B*

**Chapter 9: Angles (8 Days)**

*Pre-Test 9, Assessment 4 pp. 81-83*

**Chapter Introduction, TE pp. 80-84** (4.MD.5, 4.G.1)

**Lesson 9.1 Understanding and Measuring Angles, TE pp. 85-93** (4.G.1, 4.MD.5, 4.MD.6, SMP.2, SMP.3, SMP.5, SMP.6)

*Practice and Apply, TE pp. 93A-93B*

- **Hands-On Activity, TE p. 91**
- **Math Journal, TE p. 92**

**Lesson 9.2 Drawing Angles to 180°, TE pp. 94-97**

(4.G.1, 4.MD.6, 4.MD.7, SMP.2, SMP.3, SMP.5, SMP.6)

*Practice and Apply, TE pp. 97A-97B*

## Resources

## Standards & Benchmarks

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.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.

4.MD Geometric measurement: understand concepts of angle and measure angles.

- 4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
- 4.MD.5a 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  $\frac{1}{360}$  of a circle is called a “one-degree angle,” and can be used to measure angles.
- 4.MD.5b An angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.
- 4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- 4.MD.7 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.

## Text Support

- **Hands-On Activity, TE p. 96**

**Lesson 9.3 Turns and Angle Measures, TE pp. 98-105** (4.MD.5a, 4.MD.5b, 4.MD.7, SMP.1, SMP.2, SMP.3, SMP.4, SMP.5, SMP.6)  
*Practice and Apply, TE pp. 105A-105B*

- **Hands-On Activity, TE pp. 99-100**

**Problem Solving: Put on Your Thinking Cap!, TE p. 106** (4.MD.5, 4.MD.5a)

*Practice and Apply, TE p. 107*

**Chapter Wrap Up, TE p. 107**

*Chapter Review / Test TE pp. 108-110*

*Chapter 9 Assessment, Test Prep 9, TE pp. 110-110A*

**Chapter 10: Perpendicular and Parallel Line Segments (7 Days)**

*Pre-Test 10, Assessment 4 pp. 91-94*

**Chapter Introduction, TE pp. 111-116** (4.G.1)

**Lesson 10.1 Drawing Perpendicular Line Segments, TE pp. 117-120** (4.G.1, 4.G.2, SMP.3, SMP.5, SMP.6)

*Practice and Apply, TE pp. 120A*

- **Hands-On Activity, TE p. 119**

**Lesson 10.2 Drawing Parallel Line Segments, TE pp. 121-124** (4.G.1, 4.G.2, SMP.3, SMP.5, SMP.6)

*Practice and Apply, TE p. 124A*

- **Hands-On Activity, TE p. 123**

**Lesson 10.3 Horizontal and Vertical Lines, TE pp. 125-127** (4.G.1, SMP.1, SMP.5)

*Practice and Apply, TE p. 127A*

**Problem Solving: Put on Your Thinking Cap!, TE p. 127**

*Practice and Apply, TE p. 127B*

**Chapter Wrap Up, TE p. 128**

*Chapter Review / Test, TE pp. 129-130*

*Chapter 10 Assessment, Test Prep 10, TE pp. 130-*

## Resources



## Standards & Benchmarks

CA: CCCS: Mathematics, CA: Grade 4, Geometry  
4.G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- 4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
- 4.G.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. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)

## Module 4 Assessment and Reteach/Enrichment (Week 25, 1 Week)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice  
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations in Base Ten  
4.NBT Generalize place value understanding for multi-digit whole numbers.

## Text Support

130A

### **Module 4 Assessment and Reteach (5 days) Administer Common Assessment #4**

*Choose 3 days of lessons from the following choices based on student needs:*

#### **Chapter 8 Reteach**

*Lesson 8.1* (4.NBT.1, 4.NBT.2, 4.NBT.4, 4.NF.5, SMP.4, SMP.7, SMP.8)

- *Reteach 4B pp. 57-74*
- *Extra Practice 4B pp. 25-28*

*Lesson 8.2* (4.NBT.1, 4.NBT.2, 4.NBT.4, 4.NF.5, SMP.4, SMP.7, SMP.8)

- *Reteach 4B pp. 75-90*
- *Extra Practice 4B pp. 29-30*

*Lesson 8.3* (4.MD.1, 4.MD.2, SMP.1, SMP.4, SMP.8)

- *Reteach 4B pp. 91-94*

## Resources

### **Universal Access Support**

coming in 2014-15...

### **Think Central**

coming in 2014-15...

### **Teaching Resources/Documents**

coming in 2014-15...

### **Professional Development**

coming in 2014-15...

## Standards & Benchmarks

- 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
- 4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons.

4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations—Fractions

4.NF Understand decimal notation for fractions, and compare decimal fractions.

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

CA: CCCS: Mathematics, CA: Grade 4, Measurement & Data

4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.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.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money,

## Text Support

- *Extra Practice 4B pp. 31-34*

### Extend

*Enrichment 4B pp. 7-15*

### Chapter 9

#### Reteach

*Lesson 9.1 (4.G.1, 4.MD.5, 4.MD.6, SMP.2, SMP.3, SMP.5, SMP.6)*

- *Reteach 4B pp. 95-104*
- *Extra Practice 4B pp. 37-42*

*Lesson 9.2 (4.G.1, 4.MD.5, 4.MD.7, SMP.2, SMP.3, SMP.5, SMP.6)*

- *Reteach 4B pp. 105-106*
- *Extra Practice 4B pp. 43-44*

*Lesson 9.3 (4.MD.5, 4.MD.5a, 4.MD.5b, 4.MD.7, SMP.1, SMP.2, SMP.3, SMP.4, SMP.5, SMP.6)*

- *Reteach 4B pp. 107-108*
- *Extra Practice 4B pp. 45-49*

### Extend

*Enrichment 4B pp. 17-24*

### Chapter 10

#### Reteach

*Lesson 10.1 (4.G.1, 4.G.2, SMP.3, SMP.5, SMP.6)*

- *Reteach 4B pp. 109-114*
- *Extra Practice 4B pp. 53-54*

*Lesson 10.2 (4.G.1, 4.G.2, SMP.3, SMP.5, SMP.6)*

- *Reteach 4B pp. 115-118*
- *Extra Practice 4B pp. 55-56*

*Lesson 10.3 (4.G.1, SMP.1, SMP.5)*

- *Reteach 4B pp. 119-120*

## Resources

## Standards & Benchmarks

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 Geometric measurement: understand concepts of angle and measure angles.

- 4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
- 4.MD.5a 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  $\frac{1}{360}$  of a circle is called a “one-degree angle,” and can be used to measure angles.
- 4.MD.5b An angle that turns through  $n$  one-degree angles is said to have an angle measure of  $n$  degrees.
- 4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
- 4.MD.7 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.

CA: CCCS: Mathematics, CA: Grade 4, Geometry  
4.G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

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

## Text Support

- *Extra Practice 4B pp. 57-58*

### Extend

*Enrichment 4B pp. 25-34*

## Resources

## Standards & Benchmarks

dimensional figures.

- 4.G.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. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)

## Module 5

(Week 26, 5 Weeks)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown

## Text Support

### Module 5: Chapters 11, 12 and begin Chapter 13 (25 days)

*\*Common Assessment #5 will only include material covered through Chapter 12.*

**Everyday Counts (10 minutes DAILY throughout Module 5) - Refer to Daily Planning Guide for daily lessons**

- **Calendar**
- **Counting Tape**
- **Daily Depositor**
- *Graph*
- *Coin Counter*
- *Measurement*
- *Clock*
- *A Fraction a Day*

### **Chapter 11: Squares and Rectangles (6 Days)**

*Pre-Test 11, Assessment 4 pp. 101-103*

**Chapter Introduction, TE pp. 131-133**

**Lesson 11.1 Squares and Rectangles, TE pp. 135-144, (4.G.2, 4.MD.1, 4.MD.2, SMP.3, SMP.5, SMP.6, SMP.7)**

*Practice and Apply, TE pp. 144-144A*

- **Hands-On Activity, TE p. 139, 141-142**

**Lesson 11.2 Properties of Squares and Rectangles, TE pp. 145-149 (4.OA.3, 4.MD.1, 4.MD.2, 4.MD.7, SMP.1, SMP.3, SMP.6, SMP.7)**

## Resources

### **Universal Access Support**

coming in 2014-15...

### **Think Central**

coming in 2014-15...

### **Teaching**

### **Resources/Documents**

coming in 2014-15...

### **Professional**

### **Development**

coming in 2014-15...

## Standards & Benchmarks

quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations in Base Ten

4.NBT Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

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

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations—Fractions

4.NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- 4.NF.3 Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .
- 4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- 4.NF.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.

CA: CCCS: Mathematics, CA: Grade 4, Measurement &

## Text Support

*Practice and Apply, TE pp. 149A-149C*

- **Hands-On Activity, TE p. 148**

**Problem Solving: Put on Your Thinking Cap!, TE p. 150 (4.G.2)**

*Practice and Apply, TE pp. 150A*

**Chapter Wrap Up, TE p. 151**

*Chapter Review / Test TE pp. 152-153*

*Chapter 11 Assessment, Test Prep 11, TE pp. 153-153A*

*Cumulative Review, Chapters 9-11, TE pp. 153A-153B*

*Benchmark Assessment 2 for Chapters 7-11, TE pp. 153C-153D*

**Chapter 12: Conversion of Measurements (10 Days)**

*Pre-Test 12, Assessment 4 pp. 119-121*

**Chapter Introduction, TE pp. 154-156 (4.NF.3c, 4.NF.4b, 4.NBT.6)**

**Lesson 12.1 Length, TE pp. 157-165 (4.NBT.1, SMP.2, SMP.3)**

*Practice and Apply, TE pp. 165-165B*

**Lesson 12.2 Mass, Weight, and Volume, TE pp. 166-178 (4.MD.1, 4.MD.2, 4.MD.3, SMP.5, SMP.6, SMP.7, SMP.8)**

*Practice and Apply, TE pp. 178A-178D*

**Lesson 12.3 Time, TE pp. 179-182 (4.MD.1, SMP.2, SMP.6)**

*Practice and Apply, TE pp. 182-182A*

**Lesson 12.4 Real-World Problems:**

**Measurement, TE pp. 183-191 (4.MD.1, SMP.2, SMP.5, SMP.6)**

*Practice and Apply, TE pp. 191-191A*

**Problem Solving: Put on Your Thinking Cap!, TE p. 192 (SMP.1, SMP.2, SMP.4)**

*Practice and Apply, TE p. 192*

**Chapter Wrap Up, TE p. 193**

*Chapter Review / Test TE pp. 194-195*

*Chapter 12 Assessment, Test Prep 12, TE p. 195*

**Chapter 13: Area and Perimeter - begin (6 Days)**

*Pre-Test 13, Assessment 4 pp. 125-127*

**Chapter Introduction, TE pp. 196-199**

**Lesson 13.1 Area of a Rectangle, TE pp. 200-210**

## Resources

## Standards & Benchmarks

### Data

4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.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.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.
- 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

CA: CCCS: Mathematics, CA: Grade 4, Geometry  
4.G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- 4.G.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. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)

## Text Support

(4.MD.2, 4.MD.3, SMP.2, SMP.3, SMP.5, SMP.6, SMP.7, SMP.8)

*Practice and Apply, TE pp. 210-210A*

- **Hands-On Activity, TE pp. 204, 208**

**Lesson 13.2 Rectangles and Squares, TE pp. 211-217** (4.MD.2, 4.MD.3, SMP.5, SMP.6, SMP.7, SMP.8)

*Practice and Apply, TE pp. 213A-214, 217A*

**(Chapter 13 will continue in Module 6)**

## Resources

### [Module 5 Assessment and Reteach/Enrichment](#)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice  
The Standards for Mathematical Practice describe

**Module 5 Assessment and Reteach (5 days)**  
**Administer Common Assessment #5**  
*Choose 3 days of lessons from the following*

[Universal Access Support](#)  
coming in 2014-15...

(Week 31, 1 Week)

### Standards & Benchmarks

varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations in Base Ten

4.NBT Generalize place value understanding for multi-digit whole numbers.

- 4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.

### Text Support

choices based on student needs:

#### **Chapter 11**

##### **Reteach**

*Lesson 11.1* (4.G.2, 4.MD.1, 4.MD.2, SMP.3, SMP.5, SMP.6, SMP.7)

- *Reteach 4B pp. 121-122*
- *Extra Practice 4B pp. 63-68*

*Lesson 11.2* (4.OA.3, 4.MD.1, 4.MD.2, 4.MD.7, SMP.1, SMP.3, SMP.6, SMP.7)

- *Reteach 4B pp. 123-124*
- *Extra Practice 4B pp. 69-70*

##### **Extend**

*Enrichment 4B pp. 35-43*

#### **Chapter 12**

##### **Reteach**

*Lesson 12.1* (4.MD.1, 4.NBT.1, SMP.2, SMP.6)

- *Reteach 4B pp. 125-131*
- *Extra Practice 4B pp. 81-82*

*Lesson 12.2* (4.MD.1, 4.MD.2m 4.MD.3, SMP.5, SMP.6, SMP.7, SMP.8)

- *Reteach 4B pp. 133-138*
- *Extra Practice 4B pp. 83-85*

*Lesson 12.3* (4.MD.1, SMP.2, SMP.6)

- *Reteach 4B pp. 139-142*
- *Extra Practice 4B p. 87*

*Lesson 12.4* (4.MD.1, SMP.2, SMP.5, SMP.6)

- *Reteach 4B pp. 143-144*
- *Extra Practice 4B pp.89-91*

##### **Extend**

*Enrichment 4B pp. 45-51*

### Resources

#### **Think Central**

coming in 2014-15...

#### **Teaching**

#### **Resources/Documents**

coming in 2014-15...

#### **Professional**

#### **Development**

coming in 2014-15...

## Standards & Benchmarks

## Text Support

## Resources

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

CA: CCCS: Mathematics, CA: Grade 4, Number & Operations—Fractions

4.NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- 4.NF.3 Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .
- 4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- 4.NF.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.

CA: CCCS: Mathematics, CA: Grade 4, Measurement & Data

4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.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.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money,



## Standards & Benchmarks

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

CA: CCCS: Mathematics, CA: Grade 4, Geometry  
4.G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- 4.G.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. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)

## Module 6

(Week 32, 7 Weeks)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in

## Text Support

## Resources

### **Module 6: Continue Chapter 13 and Chapter 14 (33 days)**

**\*Module 6 does not have a District Common Assessment. Chapter 14 is the final chapter containing Common Core Standards, and has been paced to complete before the SBAC Testing Window opens. Suggestions have been given below for math instruction during the SBAC window. Everyday Counts (10 minutes DAILY throughout Module 6) - Refer to Daily Planning Guide for daily lessons**

- **Calendar**
- **Counting Tape**
- **Daily Depositor**
- *Graph*
- *Coin Counter*

### **Universal Access Support**

coming in 2014-15...

### **Think Central**

coming in 2014-15...

### **Teaching**

### **Resources/Documents**

coming in 2014-15...

### **Professional**

### **Development**

coming in 2014-15...

## Standards & Benchmarks

repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.OA Generate and analyze patterns.

- 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

CA: CCCS: Mathematics, CA: Grade 4, Measurement & Data

4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

CA: CCCS: Mathematics, CA: Grade 4, Geometry  
4.G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- 4.G.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. (Two dimensional shapes should

## Text Support

- *Measurement*
- *Clock*
- *A Fraction a Day*

### **Chapter 13: Area and Perimeter - continued (6 Days)**

**Lesson 13.3 Composite Figures, TE pp. 218-223** (4.MD.3, 4.OA.3, SMP.3, SMP.6, SMP.7, SMP.8)  
*Practice and Apply, TE pp. 223A*

- **Hands-On Activity, TE p. 222**

**Lesson 13.4 Using Formulas for Area and Perimeter, TE pp. 224-235** (4.OA.3, 4.MD.3, SMP.1, SMP.2, SMP.3, SMP.6, SMP.7, SMP.8)  
*Practice and Apply, TE pp. 235-235A*

- **Hands-On Activity, TE p. 232**
- **Math Journal, TE p. 236**

### **Problem Solving: Put on Your Thinking Cap!, TE pp. 236-237**

*Practice and Apply, TE pp. 237A-238*

### **Chapter Wrap Up, TE pp. 238-239**

*Chapter Review / Test, TE pp. 240-241*

*Chapter 13 Assessment, Test Prep 13, TE pp. 214-241A*

### **Chapter 14: Symmetry (5 Days)**

*Pre-Test 14, Assessment 4, pp. 137-138*

**Chapter Introduction, TE pp. 242-244** (4.G.2, 4.G.3)

**Lesson 14.1 Identifying Lines of Symmetry, TE pp. 245-250** (4.G.3, SMP.3, SMP.6)

*Practice and Apply, TE pp. 250A*

- **Hands-On Activity, TE pp. 247, 249**

**\*Lesson 14.2 does not address 4th grade Common Core Standards. For this reason it will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

**Lesson 14.3 Making Symmetric Shapes and Patterns, TE pp. 256-260** (4.G.3, 4.OA.5, SMP.1,

## Resources

## Standards & Benchmarks

include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.)

- 4.G.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.

## Module 6 Reteach and Enrichment

(Week 35, 4 Weeks)

CA: CCCS: Mathematics, CA: Grade 4, Mathematical Practice  
The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.

- SMP.1 Make sense of problems and persevere in solving them.
- SMP.2 Reason abstractly and quantitatively.
- SMP.3 Construct viable arguments and critique the reasoning of others.
- SMP.4 Model with mathematics.
- SMP.5 Use appropriate tools strategically.
- SMP.6 Attend to precision.
- SMP.7 Look for and make use of structure.
- SMP.8 Look for and express regularity in

## Text Support

SMP.3, SMP.6, SMP.7)  
*Practice and Apply, TE p. 260A*

- **Hands-On Activity, TE p. 259**

## **Problem Solving: Put on Your Thinking Cap!, TE pp. 261-262**

*Practice and Apply, TE pp. 263*

## **Chapter Wrap Up, TE pp. 263**

*Chapter Review / Test, TE pp. 264-265*

*Chapter 14 Assessment, Test Prep 14, TE p. 265A*

**\*\*Chapter 15 does not address 4th grade Common Core Standards. For this reason, it will not be taught at this time, but can be added as enrichment at the end of the required chapters.**

[During the SBAC Window you have the opportunity for reteach and enrichment](#)

- Reteach and/or Enrichment for Chapters 13 and 14 as needed.
- Review for SBAC
- Teach previously "not required at this time" lessons or Chapters 4, 5, & 15.

## **Module 6 Reteach and Enrichment (20 days)**

### **Chapter 13**

#### **Reteach**

*Lesson 13.1* (4.MD.2, 4.MD.3, SMP.2 SMP.3, SMP.5, SMP.6, SMP.7, SMP.8)

- *Reteach 4B pp. 145-152*
- *Extra Practice 4B pp. 93-98*

*Lesson 13.2* (4.MD.2, 4.MD.3, SMP.5, SMP.6, SMP.7, SMP.8)

- *Reteach 4B pp. 153-162*
- *Extra Practice 4B pp. 99-104*

*Lesson 13.3* (4.MD.3, 4.OA.3, SMP.3, SMP.6, SMP.7, SMP.8)

## Resources

## Standards & Benchmarks

repeated reasoning.

CA: CCCS: Mathematics, CA: Grade 4, Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.OA Generate and analyze patterns.

- 4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

CA: CCCS: Mathematics, CA: Grade 4, Measurement & Data

4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.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.
- 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

CA: CCCS: Mathematics, CA: Grade 4, Geometry

## Text Support

- *Reteach 4B pp. 163-168*
- *Extra Practice 4B pp. 105-108*

*Lesson 13.4* (4.OA.3, 4.MD.3, SMP.1, SMP.2, SMP.3, SMP.6, SMP.7, SMP.8)

- *Reteach 4B pp. 169-172*
- *Extra Practice pp. 109-112*

### **Extend**

*Enrichment 4B pp. 53-60*

### **Chapter 14**

#### **Reteach**

*Lesson 14.1* (4.G.3, SMP.3, SMP.6)

- *Reteach 4B pp. 173-176*
- *Extra Practice pp. 115-118*

*Lesson 14.3* (4.G.3, 4.OA.5, SMP.1, SMP.3, SMP.6, SMP.7)

- *Reteach 4B pp. 179-184*
- *Extra Practice 4B pp. 121-122*

### **Extend**

*Enrichment 4B pp. 61-72*

## Resources

### Standards & Benchmarks

4.G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

- 4.G.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.

### Text Support

### Resources

Last Updated: Thursday, June 5, 2014, 9:46AM  
Atlas Version 8.0.3L  
© Rubicon International 2014. All rights reserved

