FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Summer 2013

Subject Content: _____ **Grade** _____

☐ **Indicates the Curriculum Map**

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic **Topic: Topic: Number and Operations in Base 10**	**Unit/Topic** **Topic: Operations with Algebraic Thinking**
In this section IDENTIFY **CORE CONTENT 4.1** **Common Core Standards** **4.NBT.1 : Recognize that in a multi-digit whole number, a digit in one place represents 10 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.2: Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meaning of the digits in each place, using greater than, less than, or equal to symbols to record the results of comparisons.** **4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.** **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.**	**In this section IDENTIFY** **CORE CONTENT 4.1** **Common Core Standards** **4.OA.1: Interpret a multiplication equation as a comparison, e.g., interpret 35= 5 × 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.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.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.**

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.			*IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.*		
CURRICULUM			**CURRICULUM**		
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Identify Sub-Topics • Place Value • Read, Write, Compare Numbers	**Identify Sub-Topics** • Read, Write, Compare Numbers • Rounding	**Identify Sub-Topics** Add and Subtract Multi Digit Numbers	**Identify Sub-Topics** Multiplication Equation/Comparison Multiplicative Comparison	**Identify Sub-Topics** Factor Pairs Multiples	**Identify Sub-Topics** Patterns
I CAN STATEMENTS: *I can 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. * I can read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meaning of the digits in each place,	**I CAN STATEMENTS:** * I can use place value understanding to round multi-digit whole numbers to any place.	**I CAN STATEMENTS:** * I can add and subtract multi-digit whole numbers using the standard algorithm.	**I CAN STATEMENTS:** *I can interpret a multiplication equation as a comparison, e.g. interpret 35= 5 X 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. *I can multiply or divide to solve word problems in solving multiplicative comparison.	**I CAN STATEMENTS:** *I can 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.	**I CAN STATEMENTS:** *I can generate a numbe or shape pattern that follows a given rule. Identify apparent features of a pattern that were not explicit in the rule itself.

using greater than, less than and equal to symbols to record the results of comparisons.					
Critical Vocabulary • **Multi-digit** • **Compare** • **Round** • **Digit** • **Value** • **Place value**	**Critical Vocabulary** • **Multi-digit** • **Compare** • **Round** • **Digit** • **Value** • **Place value**	**Critical Vocabulary** • **Sum** • **Difference**	**Critical Vocabulary** • **Equation** • **Factors** • **Product** • **Multiple** • **Prime** • **Composite** • **Array** • **Odd Numbers** • **Even Numbers**	**Critical Vocabulary** • **Pattern** • **Multiple** • **Product** • **Skip Count** • **Sequence**	**Critical Vocabulary** • **Function** • **Variable** • **Expression** • **Equation**
Suggested Strategies/Activities Envision Math Topic 1 • Have students identify place value positions to (1,000,000). • Have students round multi-digit whole	**Suggested Strategies/Activities** Envision Math Topic 1 • Have students identify place value positions to (1,000,000). • Have students round multi-digit whole	**Suggested Strategies/Activities** Envision Math Topic 2 • Have students identify place value positions to (1,000,000). • Have students round multi-digit whole	**Suggested Strategies/Activities** Envision Math Topic 3 • Use arrays to compare quantities • Use arrays to multiply • Use patterns to	**Suggested Strategies/Activities** Envisions Math Topic 3 • Use multiplication charts to find factors & products • Use patterns in multiplication	**Suggested Strategies/Activities** Envisions Math Topic 3 • Show students models of a variety of patterns (shapes, numbers, letters) • Teacher & students create

numbers to any place value position. (1,000,000). • Have students read and write whole numbers using standard, expanded, and word form.	numbers to any place value position. (1,000,000). • Have students read and write whole numbers using standard, expanded, and word form.	numbers to any place value position. (1,000,000). • Have students read and write whole numbers using standard, expanded, and word form.	multiply	facts to find factors • Use odd and even numbers to determine prime and composite numbers • Instruct students to look at the ones place in multi-digit numbers when determining prime and composite numbers	patterns together using manipulatives and numbers • Use multiplicatior facts to create patterns • Use skip counting to create patterns • Use function tables to write expressions to find a pattern
Balanced Assessment: Formative **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Quiz, Hands On work in small groups or individuals** **Summative** **Classroom Discussion, Exit Slips, Questioning, Quiz, Hands On work in small groups or individuals** **Common (PLC Teams wil design the common assessments, i.e., grade**

assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	level, and/or depts..)	level, and/or depts..)	level, and/or depts..)
Resources Needed • Place Value Chart • Base 10 blocks, textbook • EnVision Topic 1 • Mathematics Series • Multiplication Chart • Education City www.educationcity.com • Study Island www.studyisland.com	**Resources Needed** • Place Value Chart • Base 10 blocks, textbook • EnVision Topic 1 Mathematics Series • Multiplication Chart • Education City www.educationcity.com • Study Island www.studyisland.com	**Resources Needed** • Place Value Chart • Base 10 blocks, textbook • EnVision Topic 1 Mathematics Series • Multiplication Chart • Education City www.educationcity.com • Study Island www.studyisland.com	**Resources Needed** • EnVision Mathematics • Topic 2 Series • Multiplication Chart • Education City www.educationcity.com • Study Island www.studyisland.com	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Education City www.educationcity.com • Study Island www.studyisland.com	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming.com • Variety of math manipulatives (letters, numbers,shapes)

Weeks 7-9	Weeks 10-12
Unit/Topic **Topic: Operations with Algebraic Thinking**	**Unit/Topic** **Topic: Operations with Algebraic Thinking**
In this section IDENTIFY	**In this section IDENTIFY**

CORE CONTENT 4.1 Common Core Standards	CORE CONTENT 4.1 Common Core Standards
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. **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.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.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.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***	**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.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.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.** **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.** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***

CURRICULUM			**CURRICULUM**		
Week 7	**Week 8**	**Week 9**	**Week 10**	**Week 11**	**Week 12**
Identify Sub-Topics **Quotients**	**Identify Sub-Topics** **Multiplication**	**Identify Sub-Topics** **Multi Step Problems with/without remainders.**	**Identify Sub-Topics** **Multiplication**	**Identify Sub-Topics** **Quotients**	**Identify Sub-Topics** **Factor Pairs Multiples**
I CAN STATEMENTS: *** I can find whole – number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place value.**	**I CAN STATEMENTS:** *** I can multiply a whole number of up to four digits by a one digit whole number and multiply two-digit numbers, using strategies based on place value.**	**I CAN STATEMENTS:** ***I can solve multi-step word problems posed with whole numbers and having whole-numbers using four operations, including problems in which remainders are present.**	**I CAN STATEMENTS:** *** I can multiply a whole number of up to four digits by a one digit whole number and multiply two-digit numbers, using strategies based on place value.**	**I CAN STATEMENTS:** *** I can find whole – number quotients and remainders with up to four digit dividends and one-digit divisors, using strategies based on place value.**	**I CAN STATEMENTS:** ***I can 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.**
Critical Vocabulary • **Product** • **Quotient**	**Critical Vocabulary** • **Product** • **Quotient**	**Critical Vocabulary** • **Divisor** • **Dividend**	**Critical Vocabulary** • **Product** • **Quotient**	**Critical Vocabulary** • **Product** • **Quotient**	**Critical Vocabulary** • **Pattern** • **Multiple**

• **Dividend** • **Divisor** • **Factors** • **Remainder**	• **Dividend** • **Divisor** • **Factors** • **Remainder**	• **Quotients** • **Remainder**	• **Dividend** • **Divisor** • **Factors** • **Remainder**	• **Dividend** • **Divisor** • **Factors** • **Remainder**	• **Product** • **Skip Count** • **Sequence**
Suggested Strategies/Activities **Envision Math Topic 4** • **Division Acronym: DMSBR (Daddy Divide, Mommy Multiply, Sister Subtract, Brother Bring Down, Rover Remains). Relate the steps of long division to members of the family.**	**Suggested Strategies/Activities** **Envision Math Topic 5** • **Have students roll 3 die, this will represent the first factor. Then have students roll 2 die, this will represent the second factor. Have students multiply the 2 factors from each roll.**	**Suggested Strategies/Activities** **Envision Math Topic 5 & 6** • **Use multiplication facts to find division facts.** • **Daddy-divide Mommy-multiply Sister-subtract Brother-bring down Rover-remainder**	**Suggested Strategies/Activities** **Envision Math Topic 7** • **Use grid paper to solve multi-step multiplication problems.** • **Use mental math to solve multiplication with zeros.**	**Suggested Strategies/Activities** **Envision Math Topic 8** • **Division Acronym: DMSBR (Daddy Divide, Mommy Multiply, Sister Subtract, Brother Bring Down, Rover Remains). Relate the steps of long division to members of the family.**	**Suggested Strategies/Activities** **Envision Math Topic 8** **5th grade Topic lesson 4-7 & 4-8** • Use multiplication charts to find factors & products • Use patterns in multiplication facts to find factors • Use odd and even numbers to determine prime and composite numbers Instruct students to look at the ones place in multi-digit numbers when determining prime and

					composite numbers
Balanced Assessment: Formative **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom discussion, Exit Slips, Questioning, Quiz, Small Group work** **Summative** **Multiple choice end of topic exam, open response, short answer** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom discussion, Exit Slips, Questioning, Quiz, Small Group work** **Summative** **Multiple choice end of topic exam, open response, short answer** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom discussion, Exit Slips, Questioning, Quiz, Small Group work** **Summative** **Multiple choice end of topic exam, open response, short answer** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**
Resources Needed • **EnVision Mathematics Series** • **EnVision Mathematics Series Game Software** • **Multiplication Chart** • **Education City** **www.educationcity.com** • **Study Island** **www.studyisland.com**	**Resources Needed** • **EnVision Mathematics Series** • **Multiplication Chart** • **Education City** **www.educationcity.com** • **Study Island www.studyisland.com**	**Resources Needed** • **EnVision Mathematics Series** • **Multiplication Chart** • **Education City** **www.educationcity.com** • **Study Island www.studyisland.com**	**Resources Needed** • **EnVision Mathematics Series** • **Multiplication Chart** • **Education City** **www.educationcity.com** • **Study Island www.studyisland.com**	**Resources Needed** • **EnVision Mathematics Series** • **EnVision Mathematics Series Game Software** • **Multiplication Chart** • **Education City** **www.educationcity.com** **Study Island** **www.studyisland.com**	**Resources Needed** • **EnVision Mathematics Series** • **EnVision Mathematics Series Game Software** • **Multiplication Chart** • **Education City** **www.educationcity.com**

• **Number Die**					**Study Island www.studyisland.com**

Weeks 13-15	Weeks 16-18
Unit/Topic **Topic: Geometry**	**Unit/Topic** **Topic: Number and Operations – Fractions**
In this section IDENTIFY **CORE CONTENT 4.1** **Common Core Standards** **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 ofparallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.** **4.MD.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:** **a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.** **b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.**	**In this section IDENTIFY** **CORE CONTENT 4.1** **Common Core Standards** **4.NF.1: Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.** **4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.** **4.NF.3: Understand a fraction a/b with a > 1 as a sum of fractions 1/b.** **a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.** **b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each**

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.** **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.** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***	**decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.** **c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.** **d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.** **4.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.** **a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4),recording the conclusion by the equation 5/4 = 5 × (1/4).** **b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)** **c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***

CURRICULUM			CURRICULUM		
Week 13	**Week 14**	**Week 15**	**Week 16**	**Week 17**	**Week 18**
Identify Sub-Topics **Line Segments, rays, angles, etc…** **Angles and Characteristics**	**Identify Sub-Topics** **Two-Dimensional Figures** **Polygons** **Triangles** **Quadrilaterals**	**Identify Sub-Topics** **Lines of Symmetry**	**Identify Sub-Topics** **Equivalent Fractions** **Comparing Fractions**	**Identify Sub-Topics** **Addition and Subtraction of Fractions (Mixed Numbers and Like/unlike Denominators)**	**Identify Sub-Topics** **Multiplication of Fractions**
I CAN STATEMENTS: ***I can draw points, lines, line segment, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.** ***I can recognize that an angle is formed by two rays that share a common endpoint.** ***I can measure angles using a protractor, and construct angles given a specified measurement.** ***I can solve addition and subtraction problems to find unknown angle**	**I CAN STATEMENTS:** ***I can classify two-dimensional figures based on the types of lines and angles they have.** ***I can recognize right triangles as a category, and identify right triangles.**	**I CAN STATEMENTS:** ***I can identify line symmetric figures and draw lines and symmetry.** ***I can recognize a line of symmetry for a two-dimensional figure as a line across a figure such that a figure can be folded along a line to matching parts.**	**I CAN STATEMENTS:** ***I can explain why fractions are equivalent by using fraction models and apply this to find equivalent fractions.** ***I can compare two fractions with different numerators and denominators using greater than, less than and equal to.**	**I CAN STATEMENTS:** ***I can add and subtract fractions with like denominators and mixed numbers with like denominators.** ***I can solve word problems involving addition and subtraction of fractions with like denominators.**	**I CAN STATEMENTS:** ***I can multiply a fraction by a whole number.** ***I can solve word problems involving multiplication of a fraction by a whole number**

measurements.					
Critical Vocabulary **Point** **Line** **Line segment** **Ray** **Angle** **Perpendicular lines** **Intersecting lines** **Parallel lines** **Plane** **Right angle** **Acute angle** **Obtuse angle** **Degree** **Protractor** **Vertex**	**Critical Vocabulary** **Polygon** **Side** **Triangle** **Quadrilateral** **Pentagon** **Hexagon** **Octagon** **Rhombus** **Square** **Rectangle** **Parallelogram** **Trapezoid** **Equilateral triangle** **Isosceles triangle** **Scalene triangle** **Right triangle** **Acute triangle** **Obtuse triangle**	**Critical Vocabulary** **Symmetry** **Line symmetry** **Rotational symmetry**	**Critical Vocabulary** **Comparing Fractions** **Equivalent fraction** **Numerator** **Denominator** **Greater than, less than, equal to**	**Critical Vocabulary** **Like denominators** **Unlike denominators** **Mixed Numbers** **Sum** **Difference** **Whole number** **Fraction** **Product**	**Critical Vocabulary** **Whole number** **Fraction** **Product**
Strategies/Activities **Envision Math** **Topic 9** Use real world objects to illustrate the types of lines (e.g., railroad tracks are parallel lines, four way stops are	**Strategies/Activities** **Envision Math** **Topic 9** Use the number of sides and angles to classify polygons. Have students draw	**Strategies/Activities** **Envision Math** **(skip to)** **Topic 19-5 & 19-6** Use cut outs of polygons to fold the shapes on a line to determine the line or lines of symmetry.	**Strategies/Activities** **Envision Math** **Topic 10** Use fraction tiles to show equivalent fractions	**Strategies/Activities** **Envision Math** **Topic 11** Use fractions tiles and pieces to show mixed numbers	**Strategies/Activities** **Topic not covered in Envision Math 4th grade** **Use Common Core online and 5th grade Envision Math** **Topic 11** Use repeated addition

perpendicular lines, etc.) Use real world objects to illustrate geometric terms (e.g., pencil tip is a point, flag pole is a line segment, etc.) Use rays to form angles with a protractor Use a protractor to measure and classify angles. Use addition and subtraction to find an unknown angle measurement Use the angle measure to classify the triangles.	shapes and triangles Use manipulatives	Use grid paper to draw objects to determine if the object has line symmetry. Use cut outs of polygons to rotate the shapes to determine if the shape has rotational symmetry and to what degree.	Use fraction tiles to compare fractions	Use fraction tiles to add and subtract fractions with like denominators	to multiply a fraction by a whole number: for example, ¾ x 8= ¾+ ¾ + ¾ + ¾ + ¾ + ¾ + ¾ + ¾ = 8x3 / 4 = 24/4 =6
Balanced Assessment: Formative **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common**

common assessments, i.e., grade level, and/or depts..)	**common assessments, i.e., grade level, and/or depts..)**	**assessments, i.e., grade level, and/or depts..)**	**assessments, i.e., grade level, and/or depts..)**	**common assessments, i.e., grade level, and/or depts..)**	**assessments, i.e., grade level, and/or depts..)**
Resources Needed • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com • Protractors	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com Fraction Tiles	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com Fraction Tiles	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com Fraction Tiles

Weeks 19-21	Weeks 22-24
Unit/Topic **Topic: Number and Operations- Fractions/Decimals**	**Unit/Topic** **Topic: Measurement and Data**
In this section IDENTIFY **CORE CONTENT 4.1** **Common Core Standards**	**In this section IDENTIFY** **CORE CONTENT 4.1** **Common Core Standards**

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 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. **4.NF.6: Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.** **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 results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***	**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. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...** **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. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***

CURRICULUM			CURRICULUM		
Week 19	**Week 20**	**Week 21**	**Week 22**	**Week 23**	**Week 24**
Identify Sub-Topics **Equivalent Fractions (Multiples of 10 Denominators)**	**Identify Sub-Topics** **Decimal Notation (denominators of 10 or 100)**	**Identify Sub-Topics** **Adding & Subtracting decimals**	**Identify Sub-Topics** **Area and Perimeter**	**Identify Sub-Topics** **Identify Measurement (sizes)**	**Identify Sub-Topics** **Conversions**

	Compare Decimals	Multiply and divide decimals			
I CAN STATEMENTS: ***I can express a fraction with denominator 10 as an equivalent fraction with denominator 100 and add.**	**I CAN STATEMENTS:** ***I can use decimal notation for fractions with denominators with denominators 10 or 100.** ***I can compare two decimals to hundredths by using the symbols greater than, less than and equal to.**	**I CAN STATEMENTS:** *** I can add and subtract decimals** ***I can multiply and divide3 decimals**	**I CAN STATEMENTS:** ***I can apply the area and perimeter formulas for rectangles in real-world and mathematical problems.**	**I CAN STATEMENTS:** ***I can identify relative sizes of measurement units including km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec. and record measurement equivalents in a two column table.**	**I CAN STATEMENTS:** ***I can use the four operations to solve word problems in volving 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.**
Critical Vocabulary **Fraction** **Numerator** **Denominator** **Equivalent Fraction**	**Critical Vocabulary** **Fraction** **Decimal Notation** **Denominator** **Greater than** **Less than** **Equal** **Decimal** **Place value**	**Critical Vocabulary** **Sum** **Difference** **Fraction** **Decimal** **Product**	**Critical Vocabulary** **Area** **Perimeter** **Rectangle** **Irregular Shape** **Square** **Parallelogram** **Triange**	**Critical Vocabulary** **Measure** **Length** **Mass** **Capacity** **Weight** **Foot** **Yard** **Mile** **Inches** **Cups** **Quarts** **Pints** **Gallons** **Ounce** **Pound** **Ton**	**Critical Vocabulary** **Distance** **Interval of Time** **Liquid Volume** **Mass** **Money** **Conversions** **Elapsed Time** **Temperature**

				Conversion **Centimeter** **Millimeter** **Decimeter** **Meter** **Kilometer** **Milliliter** **Liter** **Gram** **Kilogram** **Time** **Temperature**	
Suggested Strategies/Activities Envision Math Topic 12 Use fraction tiles to determine equivalent fractions. Use multiplication and division to find equivalent fractions.	**Suggested Strategies/Activities** Envision Math Topic 12 Use base ten models to find the decimal equivalent for fractions. Use a number line to find the decimal equivalent for fractions. Use division to change a fraction to a decimal. Use place value grids to compare decimals.	**Suggested Strategies/Activities** Envision Math Topic 13 Fraction Tiles Use grid paper to align decimals.	**Suggested Strategies/Activities** Envision Math Topic 14 Use grid paper to find the area and perimeter of irregular shapes. Use the formula L x W to find the area of a rectangle. Add all the sides to find the perimeter of shapes. Use the formula ½ b x h to find the area of a triangle.	**Suggested Strategies/Activities** Envision Math Topic 16 Use a ruler to measure the length of objects in Customary and Metric units. Use containers to measure capacity in Customary and Metric units. Use a scale to measure the weight and mass of objects. Use multiplication and division to convert and compare units.	**Suggested Strategies/Activities** Envision Math Topic 16 Use clocks to show elapsed time. Work backwards to show elapsed time. Use a thermometer to show the difference in temperature.
Balanced Assessment: Formative	**Balanced Assessment: Formative**	**Balanced Assessment: Formative**	**Balanced Assessment: Formative**	**Balanced Assessment: Formative**	**Balanced Assessment: Formative**

Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks". **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**
Resources Needed • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com Fraction Tiles	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com Fraction Tiles	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com Fraction Tiles	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com	**Resources Needed** • EnVision Mathematics Series • Multiplication Chart • Study Island www.studyisland.com • United Streaming .com

Weeks 25-27			Weeks 28-30		
Unit/Topic **Topic-Data and Graphs**			**Unit/Topic** **Topic-Equations** **Word Problems/Mental Math**		
In this section IDENTIFY **CORE CONTENT 4.1** **Common Core Standards** **4.MD.4: 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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***			**In this section IDENTIFY** **CORE CONTENT 4.1** **Common Core Standards** **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.** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***		
CURRICULUM			**CURRICULUM**		
Week 25	**Week 26**	**Week 27**	**Week 28**	**Week 29**	**Week 30**
Identify **Sub-Topics** **Data And Graphs**	**Identify** **Sub-Topics** **Line Plots**	**Identify** **Sub-Topics** **Statistics**	**Identify** **Sub-Topics** **Equal or Not Equal**	**Identify** **Sub-Topics** **Addition & Subtraction Equations**	**Identify** **Sub-Topics** **Multiplication & Division Equations**
I CAN STATEMENTS: ***I can display data in**	**I CAN STATEMENTS:** ***I can construct a line**	**I CAN STATEMENTS:** ***I can determine the**	**I CAN STATEMENTS:** *** I can solve multi-step word problems**	**I CAN STATEMENTS:** *** I can solve multi-step word problems using**	**I CAN STATEMENTS:** *** I can solve multi-step word problems using the**

tables, bar graphs, line graph, circle graph, stem and leaf plot	**plot using fractions (1/2, 1/4, 1/8) and solve problems involving addition and subtraction of fractions by using information from the line plot.**	**mean, median, mode and range for a set of data.**	**using the four equations.** ***I can represent problems using equations with a letter standing for the unknown quantity.** *** I can assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	**the four equations.** ***I can represent problems using equations with a letter standing for the unknown quantity.** *** I can assess the reasonableness of answers using mental computation and estimation strategies including rounding.**	**four equations.** ***I can represent problems using equations with a letter standing for the unknown quantity.** *** I can assess the reasonableness of answers using mental computation and estimation strategies including rounding.**
Critical Vocabulary **Survey** **Table** **Tally chart** **Bar graph** **Scale** **Interval** **Line graph** **Trend** **Circle graph** **Stem and leaf plot**	**Critical Vocabulary** **Line plot**	**Critical Vocabulary** **Mean** **Median** **Mode** **Range**	**Critical Vocabulary** **Sum** **Difference** **Product** **Quotient** **Reasonable** **Equation** **Unknown variable**	**Critical Vocabulary** **Sum** **Difference** **Product** **Quotient** **Reasonable** **Equation** **Unknown variable**	**Critical Vocabulary** **Sum** **Difference** **Product** **Quotient** **Reasonable** **Equation** **Unknown variable**
Suggested Strategies/Activities Envision Math Topic 17 • Conduct a survey to display data in a frequency table. • Use data in tables to display in graphs. • Use place vale to	**Suggested Strategies/Activities** Envision Math Topic 17 • Use a line plot to add and subtract fractions • Find the sum of the data set and divide	**Suggested Strategies/Activities** Envision Math Topic 17 • Order the data set from least to greatest to find the median. • Find the difference between the	**Suggested Strategies/Activities** Envision Math Topic 18 • Use a scale and blocks to subtract from one side of the scale and add to the other side to remain equal.	**Suggested Strategies/Activities** Envision Math Topic 18 • Use a scale and blocks to subtract from one side of the scale and add to the other side to remain equal.	**Suggested Strategies/Activities** Envision Math Topic 18 • Use a scale and blocks to subtract from one side of the scale and add to the other side to remain equal.

construct a stem and leaf plot.	by the number of items in the set.	greatest and least values to find the range. • Identify the data value that occurs the most often to find the mode.	• Inverse operations • Use number lines.	• Inverse operations • Use number lines.	• Inverse operations • Use number lines.
Balanced Assessment: Formative **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)**
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Weeks 31-33			Weeks 34-36		
Unit/Topic **Topic-Probablility**			**Unit/Topic** **Review/KPEP Testing**		
In this section IDENTIFY **CORE CONTENT 4.1** **Common Core Standards** **Probability is not in core content for 4th grade, however was prevalent in the KPREP 4th grade Math test.** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***			**In this section IDENTIFY** **CORE CONTENT 4.1** **Common Core Standards** **Review/KPREP Testing** ***IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.***		
CURRICULUM			**CURRICULUM**		
Week 31	**Week 32**	**Week 33**	**Week 34**	**Week 35**	**Week 36**
Identify **Sub-Topics** **Probability**	**Identify** **Sub-Topics** **Probability**	**Identify** **Sub-Topics** **Probability**	**Identify** **Sub-Topics** **Review all content** **Enrichment/Reteaching**	**Identify** **Sub-Topics** **Review all content** **Enrichment/Reteaching** **KPREP Testing**	**Identify** **Sub-Topics** **KPREP Testing**

I CAN STATEMENTS: ***I can determine all possible outcomes of an activity/event with up to 12 possible outcomes.**	**I CAN STATEMENTS:** ***I can determine all possible outcomes of an activity/event with up to 12 possible outcomes.** ***I can determine the likelihood of an event and the probability of an event expressed as a fraction.**	**I CAN STATEMENTS:** ***I can determine the likelihood of an event and the probability of an event expressed as a fraction.**	**I CAN STATEMENTS:**	**I CAN STATEMENTS:**	**I CAN STATEMENTS:**
Critical Vocabulary **Possible outcome** **Tree diagram** **Event** **Certain** **Likely** **Unlikely** **Impossible**	**Critical Vocabulary** **Possible outcome** **Tree diagram** **Event** **Certain** **Likely** **Unlikely** **Impossible**	**Critical Vocabulary** **Possible outcome** **Tree diagram** **Event** **Certain** **Likely** **Unlikely** **Impossible**	**Critical Vocabulary** **All**	**Critical Vocabulary** **All**	**Critical Vocabulary** **All**
Suggested Strategies/Activities Envision Math Topic 20 • Use a spinner to show possible	**Suggested Strategies/Activities** Envision Math Topic 20 • Use a spinner to show possible	**Suggested Strategies/Activities** Envision Math Topic 20 • Use a spinner to show possible	**Suggested Strategies/Activities** Enrichment and Reteaching Strategies	**Suggested Strategies/Activities** Enrichment and Reteaching Strategies	**Suggested Strategies/Activities** Enrichment and Reteaching Strategies

outcomes. • Use a tree diagram to show possible outcomes. • To express the probability of an event, use the formula: Probability of an event=# of favorable outcomes/total # of possible outcomes	outcomes. • Use a tree diagram to show possible outcomes. • To express the probability of an event, use the formula: Probability of an event=# of favorable outcomes/total # of possible outcomes	outcomes. • Use a tree diagram to show possible outcomes. • To express the probability of an event, use the formula: Probability of an event=# of favorable outcomes/total # of possible outcomes			
Balanced Assessment: Formative **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams**	**Balanced Assessment: Formative** **Classroom Discussion, Exit Slips, Questioning, Math Series "Quick Checks".** **Summative** **Multiple choice end of topic exam, open response, constructed response.** **Common (PLC Teams**

will design the common assessments, i.e., grade level, and/or depts..)	**will design the common assessments, i.e., grade level, and/or depts..)**	**will design the common assessments, i.e., grade level, and/or depts..)**	**will design the common assessments, i.e., grade level, and/or depts..)**	**will design the common assessments, i.e., grade level, and/or depts..)**	**will design the common assessments, i.e., grade level, and/or depts..)**
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