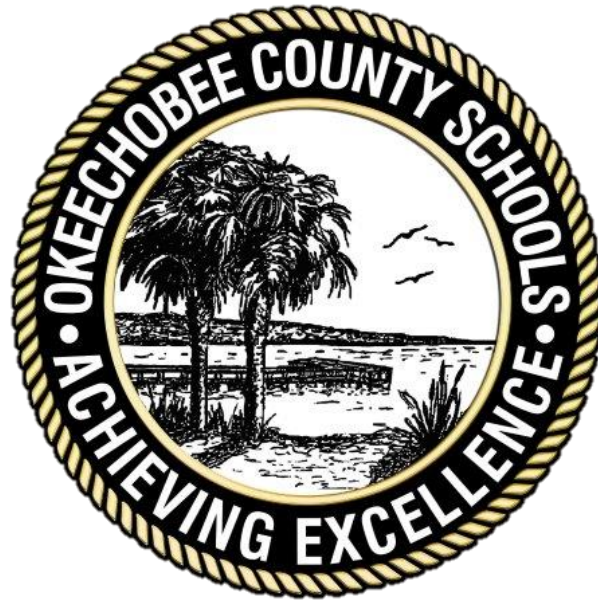


Grade 4 Mathematics Curriculum Map



Grade 4 Mathematics Curriculum Map at a Glance

Quarter 1			
Beginning to Mid (Aug. 13 - Sept. 12)		Mid to End (Sept. 13 - Oct. 12)	
Standards:		Standards:	
4.NBT.1.1	Powers of Ten	4.OA.1.1	Multiplication as Multiplicative Comparisons
4.NBT.1.2	Number Forms/Compare Multi Digit Numbers	4.OA.1.2	Multiplicative Comparison Word Problems
4.NBT.1.3	Round Multi Digit Numbers	4.NBT.2.5	Multiply Multi Digit Numbers
4.NBT.2.4	Add/Subtract Multi Digit Numbers	4.NBT.2.6	Divide Multi Digit Numbers
		4.OA.2.4.a-c	Multiples and Factors
Assessments:		Assessments:	
*Below is a list of REQUIRED Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.		*Below is a list of REQUIRED Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	
Quiz 1: (take an average of the 2 for 1 Quiz grade)		Quiz 1: (take an average of the 2 for 1 Quiz grade)	
<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.1.1/MAFS.4.NBT.1.2-1 Form A iReady Standards Mastery MAFS.4.NBT.1.2-2 Form A 		<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.1.1 Form A iReady Standards Mastery MAFS.4.OA.1.2 Form A 	
Quiz 2:		Quiz 2:	
<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.1.3 Form A 		<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.2.5 Form A 	
Test:		Test: (take an average of the 2 for 1 Test grade)	
<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.2.4 Form A 		<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.2.6 Form A iReady Standards Mastery MAFS.4.OA.2.4 Form A 	

Grade 4 Mathematics Curriculum Map at a Glance

Quarter 2			
Beginning to Mid (Oct. 15 - Nov. 14)		Mid to End (Nov. 15 - Dec. 21)	
Standards:		Standards:	
4.OA.1.3	Multi Step Word Problems	4.NF.1.1	Equivalent Fractions
4.OA.1.a	Comparative Relational Thinking	4.NF.1.2	Compare Fractions
4.OA.1.b	Comparative Relational Thinking	4.NF.2.3.a-d	Add/Subtract Fractions
4.OA.3.5	Number Patterns	4.NF.2.4.a-c	Multiply Fractions
Assessments:		Assessments:	
*Below is a list of REQUIRED Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.		*Below is a list of REQUIRED Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	
Quiz 1:(take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.1.3-1 Form A iReady Standards Mastery MAFS.4.OA.1.3-2 Form A 		Quiz 1: (take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.1.1 Form A iReady Standards Mastery MAFS.4.NF.1.2 Form A 	
Quiz 2:(take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.1.a Form A iReady Standards Mastery MAFS.4.OA.1.b Form A 		Quiz 2: (take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.2.3.a-b Form A iReady Standards Mastery MAFS.4.NF.2.3.c-d Form A 	
Test: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.3.5 Form A 		Test: (take an average of the 2 for 1 Test grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.2.4.a-b Form A iReady Standards Mastery MAFS.4.NF.2.4.c Form A 	

Grade 4 Mathematics Curriculum Map at a Glance

Quarter 3			
Beginning to Mid (Jan. 7 - Feb. 6)		Mid to End (Feb. 7 - Mar. 8)	
Standards:		Standards:	
4.NF.3.5	Rewrite Fractions (Tenths/Hundredths)	4.MD.1.3	Area and Perimeter
4.NF.3.6	Convert Fractions (Tenths/Hundredths) and	4.MD.2.4	Line Plots
Decimals		4.MD.3.5.a-b	Angle Measurements in Relation to a Circle
4.NF.3.7	Compare Decimals	4.MD.3.6	Angle Measurements Using Protractors
4.MD.1.1	Measurement	4.MD.3.7	Additive Angles
4.MD.1.2	Measurement Word Problems		
Assessments:		Assessments:	
*Below is a list of REQUIRED Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.		*Below is a list of REQUIRED Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	
Quiz 1: (take an average of the 3 for 1 Quiz grade)		Quiz 1:	
<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.3.5 Form A iReady Standards Mastery MAFS.4.NF.3.6 Form A iReady Standards Mastery MAFS.4.NF.3.7 Form A 		<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.1.3 Form A 	
Quiz 2:		Quiz 2:	
<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.1.1 Form A 		<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.2.4 Form A 	
Test: (take an average of the 2 for 1 Test grade)		Test: (take an average of the 3 for 1 Test grade)	
<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.1.2-1 Form A iReady Standards Mastery MAFS.4.MD.1.2-2 Form A 		<ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.3.5/MAFS.4.MD.3.6 Form A iReady Standards Mastery MAFS.4.MD.3.7 Form A 	

Grade 4 Mathematics Curriculum Map at a Glance

*The following standards are part of major clusters in 4th Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

Quarter 4	
Beginning to Mid (Mar. 18 - Apr. 17)	Mid to End (Apr. 18 - May 30)
Standards:	Standards:
<p>4.G.1.1 Two Dimensional Figures</p> <p>4.G.1.2 Classify Two Dimensional Figures</p> <p>4.G.1.3 Lines of Symmetry</p> <p>*Use the rest of this time to review/reteach different standards for the FSA based on your class data (Testing Window May 1-14). The following are suggestions, but review the others as well.</p> <p>4.NBT.2.5 Multiply Multi-Digit Numbers</p> <p>4.NBT.2.6 Divide Multi-Digit Numbers</p> <p>4.NF.2.3.a-d Add/Subtract Fractions</p>	<p>*Use the rest of this time to review/reteach different standards for the FSA based on your class data (Testing Window May 1-14). The following are suggestions, but review the others as well.</p> <p>4.NF.2.4.a-c Multiply Fractions</p> <p>4.NF.3.5 Rewrite Fractions (Tenths/Hundredths)</p> <p>4.NF.3.6 Convert Fractions (Tenths/Hundredths) and Decimals</p> <p>4.NF.3.7 Compare Decimals</p> <p>4.OA.1.1 Multiplication as Multiplicative Comparisons</p> <p>4.OA.1.2 Multiplicative Comparison Word Problems</p> <p>4.OA.1.3 Multi Step Word Problems</p>
Assessments:	Assessments:
<p>*Below is a list of REQUIRED Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.</p>	<p>*Below is a list of REQUIRED Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.</p>
<p>Quiz 1: (take an average of the 3 for 1 Quiz grade)</p> <ul style="list-style-type: none"> • iReady Standards Mastery MAFS.4.G.1.1 Form A • iReady Standards Mastery MAFS.4.G.1.2 Form A • iReady Standards Mastery MAFS.4.G.1.3 Form A <p>Quiz 2: (take an average of the 2 for 1 Quiz grade)</p> <ul style="list-style-type: none"> • iReady Standards Mastery MAFS.4.NBT.2.5 Form B • iReady Standards Mastery MAFS.4.NBT.2.6 Form B <p>Test: (take an average of the 2 for 1 Test grade)</p> <ul style="list-style-type: none"> • iReady Standards Mastery MAFS.4.NF.2.3.a-b Form B • iReady Standards Mastery MAFS.4.NF.2.3.c-d Form B 	<p>Quiz 1: (take an average of the 3 for 1 Quiz grade)</p> <ul style="list-style-type: none"> • iReady Standards Mastery MAFS.4.NF.2.4.a-b Form B • Ready Standards Mastery MAFS.4.NF.2.4.c Form B <p>Quiz 2: (take an average of the 2 for 1 Quiz grade)</p> <ul style="list-style-type: none"> • iReady Standards Mastery MAFS.4.NF.3.5 Form B • iReady Standards Mastery MAFS.4.NF.3.6 Form B <p>Test: (take an average of the 2 for 1 Test grade)</p> <ul style="list-style-type: none"> • iReady Standards Mastery MAFS.4.OA.1.3-1 Form B • iReady Standards Mastery MAFS.4.OA.1.3-2 Form B

Grade 4 Mathematics Curriculum Map

Quarter 1 (Beginning to Mid)

Pacing: 5 days	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten <ul style="list-style-type: none"> Generalize place value understanding for multi-digit whole numbers. 	
Standards:	
4.NBT.1.1	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. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.
4.NBT.1.2	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
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right? How can you read and write numbers in standard form, word form, and expanded form up to one million? 	<ul style="list-style-type: none"> use a place value chart to understand the value of each digit in a number. identify the value of a digit based on its position in a number. demonstrate how moving from one place value position to the next changes the value of a digit by a factor of ten. show that any number can be represented in different ways. use standard form, word form, and expanded form to read and write multi-digit whole numbers.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 1 Lesson 1 iReady MAFS Toolbox CPALMS EngageNY, Module 1, Topic A 	REQUIRED: Quiz #1 part 1 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.1.1/MAFS.4.NBT.1.2-1 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.1.1/MAFS.4.NBT.1.2-2 Form B iReady MAFS Unit 1 Lesson 1 Independent Practice iReady MAFS Toolbox Unit 1 Lesson 1 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> period word form standard form expanded form place value 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 1 (Beginning to Mid)

Pacing: 5 days	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten <ul style="list-style-type: none"> Generalize place value understanding for multi-digit whole numbers. 	
Standards:	
4.NBT.1.2	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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you compare two numbers with digits up to one million and identify whether they are less than, greater than, or equal to another number? 	<ul style="list-style-type: none"> compare multi-digit whole numbers based on the values of the digits in each number. use symbols ($<$, $=$, $>$) to show the relationship between two multi-digit numbers.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 1 Lesson 2 iReady MAFS Toolbox CPALMS EngageNY, Module 1, Topic B 	REQUIRED: Quiz Part 2 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.1.2-2 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.1.2-2 Form B iReady MAFS Unit 1 Lesson 2 Independent Practice iReady MAFS Toolbox Unit 1 Lesson 2 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> compare greater than ($>$) less than ($<$) equal to ($=$) place value 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 1 (Beginning to Mid)

Pacing: 5 days	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten <ul style="list-style-type: none"> Generalize place value understanding for multi-digit whole numbers. 	
Standards:	
4.NBT.1.3	Use place value understanding to round multi-digit whole numbers to any place.
*Related standard: 4.NBT.2.4	*The following standard can also be incorporated at this time: Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you round numbers, up to one million, to any given place value? 	<ul style="list-style-type: none"> round multi-digit whole numbers. explain how to round a multi-digit whole number to a specific place value. use rounded numbers to estimate a sum or difference in a word problem.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 1 Lesson 4 iReady MAFS Toolbox CPALMS EngageNY, Module 1, Topic C 	REQUIRED: Quiz #2 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.1.3 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.1.3 Form B iReady MAFS Unit 1 Lesson 4 Independent Practice iReady MAFS Toolbox Unit 1 Lesson 4 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> estimate round place value 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 1 (Beginning to Mid)

Pacing: 6 days	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten <ul style="list-style-type: none"> Use place value understanding and properties. 	
Standards:	
4.NBT.2.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
*Related standard: 4.NBT.1.3	*The following standard can also be incorporated at this time: Use place value understanding to round multi-digit whole numbers to any place.
4.OA.1.3	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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you add numbers up to a million? How can you subtract numbers up to a million? 	<ul style="list-style-type: none"> use the standard algorithm to add multi-digit whole numbers. use the standard algorithm to subtract multi-digit whole numbers.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 1 Lesson 3 iReady MAFS Toolbox CPALMS EngageNY, Module 1, Topic D EngageNY, Module 1, Topic E 	REQUIRED: Test <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.2.4 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.2.4 Form B iReady MAFS Unit 1 Lesson 3 Independent Practice iReady MAFS Toolbox Unit 1 Lesson 3 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> add subtract sum difference regroup 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Grade 4 Mathematics Curriculum Map

Quarter 1 (Mid to End)

Pacing: 5 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking <ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. 	
Standards:	
4.OA.1.1	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.1.2	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.
*Related standards: 4.NBT.2.5	*The following standards can also be incorporated at this time: 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.2.6	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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you recognize multiplication strategies? How can you write a multiplication equation based on given data? How can you use multiplication in two or more ways to solve the same problem? How can you use division in two or more ways to solve the same problem? How can you model a multiplication problem as repeated addition? 	<ul style="list-style-type: none"> identify a multiplication equation as showing two ways to describe a product as a comparison between two factors. write an equation to represent a multiplicative comparison described in a word problem. write a word problem using a multiplicative comparison to describe a given multiplication equation. use an equation to solve for the unknown in a multiplicative comparison problem. solve word problems involving multiplicative comparisons by using multiplication or division.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 2 Lesson 5 (4.OA.1.1) iReady MAFS Unit 2 Lesson 6 (4.OA.1.2) iReady MAFS Toolbox 	REQUIRED: Quiz #1 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.1.1 Form A iReady Standards Mastery MAFS.4.OA.1.2 Form A

<ul style="list-style-type: none"> • CPALMS • Illustrative Mathematics, Comparing Money Raised • EngageNY, Module 3, Topic A • EngageNY, Module 3, Topic D • EngageNY, Module 7, Topic A • EngageNY, Module 7, Topic B 	OPTIONAL: <ul style="list-style-type: none"> • iReady Standards Mastery MAFS.4.OA.1.1 Form B • iReady Standards Mastery MAFS.4.OA.1.2 Form B • iReady MAFS Unit 2 Lesson 5 Independent Practice • iReady MAFS Unit 2 Lesson 6 Independent Practice • iReady MAFS Toolbox Unit 2 Lesson 5 Quiz • iReady MAFS Toolbox Unit 2 Lesson 6 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> • multiplicative comparison • product • factor • equation • expression • unknown • symbol 	<ul style="list-style-type: none"> • iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Quarter 1 (Mid to End)

Pacing: 6 days	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten <ul style="list-style-type: none"> Use place value understanding and properties of operations to perform multi-digit arithmetic. 	
Standards:	
4.NBT.2.5	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.
*Related standards:	*The following standard can also be incorporated at this time:
4.OA.1.2	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.1.3	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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you multiply four digit by one digit numbers without a calculator? How can you multiply two digit by two digit numbers without a calculator? How can you use two or more different strategies to multiply numbers? How can you use words, drawings, and equations to explain multiplication with arrays? How can you use words, drawing, and equations to explain multiplication with area models? 	<ul style="list-style-type: none"> multiply whole numbers of up to four digits by one-digit whole numbers. multiply a two-digit number by a two-digit number. use area models and partial products to multiply.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 3 Lesson 11 iReady MAFS Toolbox CPALMS EngageNY, Module 3, Topic B EngageNY, Module 3, Topic C EngageNY, Module 3, Topic H LearnZillion, Unit 2, Lesson 2 	REQUIRED: Quiz #2 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.2.5 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.2.5 Form B iReady MAFS Unit 3 Lesson 11 Independent Practice iReady MAFS Toolbox Unit 3 Lesson 11 Quiz

Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none">• multiplication/product• area model• array• distributive property• partial products• factor• multiple	<ul style="list-style-type: none">• iReady MAFS Toolbox• CPALMS• Go Math! Grab and Go Centers• Go Math! ELL Activity Guide• Go Math! Re-teach and Enrich Books

Quarter 1 (Mid to End)

Pacing: 6 days	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten <ul style="list-style-type: none"> Use place value understanding and properties of operations to perform multi-digit arithmetic. 	
Standards:	
4.NBT.2.6	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.
*Related standards:	*The following standard can also be incorporated at this time:
4.OA.1.2	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.1.3	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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you divide a four digit number by a one digit number? How can you show the relationship between multiplication and division? How can you use an array to show a multiplication problem? How can you use an array to explain a division problem? 	<ul style="list-style-type: none"> divide up to four-digit dividends by one-digit divisors, with remainders. use area models, subtraction of partial products, and partial quotients to divide. recognize the relationship between multiplication and division.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 3 Lesson 12 iReady MAFS Toolbox CPALMS EngageNY, Module 3, Topic E EngageNY, Module 3, Topic G LearnZillion, Unit 2, Lesson 7 	REQUIRED: Test part 1 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.2.6 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NBT.2.6 Form B iReady MAFS Unit 3 Lesson 12 Independent Practice iReady MAFS Toolbox Unit 3 Lesson 12 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> dividend divisor partial quotient quotient remainder 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 1 (Mid to End)

Pacing: 5 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking <ul style="list-style-type: none"> Gain familiarity with factors and multiples. 	
Standards:	
4.OA.2.4	Investigate factors and multiples. <ol style="list-style-type: none"> Find all factor pairs for a whole number in the range of 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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you recognize prime and composite numbers up to 100? How can you write the factors of each number up to 100? How can you check to see if a given whole number is a multiple of numbers one through nine? 	<ul style="list-style-type: none"> use basic multiplication facts to list all the factors of a number. use basic multiplication facts to determine whether a number is a multiple of another number. apply understanding of multiples and factors to solving problems.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 2 Lesson 7 iReady MAFS Toolbox CPALMS EngageNY, Module 3, Topic F 	REQUIRED: Test part 2 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.2.4 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.2.4 Form B iReady MAFS Unit 2 Lesson 7 Independent Practice iReady MAFS Toolbox Unit 2 Lesson 7 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> factors of a number factor pair multiple composite number prime number 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Grade 4 Mathematics Curriculum Map

Quarter 2 (Beginning to Mid)

Pacing: 11 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking <ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. 	
Standards:	
4.OA.1.3	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.
*Related standards: 4.NBT.2.4	*The following standards can also be incorporated at this time: Fluently add and subtract multi-digit whole numbers using the standard algorithm.
4.NBT.2.5	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.2.6	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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you divide whole numbers including division with remainders? How can you solve a word problem that includes letters representing numbers? How can you choose the correct operation to solve a word problem? How can you use mental math and estimation to determine whether my answer is reasonable? 	<ul style="list-style-type: none"> use equations with a letter standing for the unknown to represent multi-step word problems. write and solve an equation in order to solve a multi-step word problem. interpret the remainder in a division word problem. use estimation strategies to check that an answer is reasonable.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 2 Lesson 9 iReady MAFS Unit 2 Lesson 10 iReady MAFS Toolbox CPALMS EngageNY, Module 1, Topic E EngageNY, Module 1, Topic F 	REQUIRED: Quiz #1 (take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.1.3-1 Form A iReady Standards Mastery MAFS.4.OA.1.3-2 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.1.3-1 Form B iReady Standards Mastery MAFS.4.OA.1.3-2 Form B

<ul style="list-style-type: none"> ● EngageNY, Module 3, Topic D ● EngageNY, Module 7, Topic B ● EngageNY, Module 7, Topic C 	<ul style="list-style-type: none"> ● iReady MAFS Unit 2 Lesson 9 Independent Practice ● iReady MAFS Unit 2 Lesson 10 Independent Practice ● iReady MAFS Toolbox Unit 2 Lesson 9 Quiz ● iReady MAFS Toolbox Unit 2 Lesson 10 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> ● expression ● equation ● unknown ● product ● quotient ● sum ● difference 	<ul style="list-style-type: none"> ● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Quarter 2 (Beginning to Mid)

Pacing: 5 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking <ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. 	
Standards:	
4.OA.1.a	Determine whether an equation is true or false by using comparative relational thinking. For example, without adding 60 and 24, determine whether the equation $60 + 24 = 57 + 27$ is true or false.
4.OA.1.b	Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking. For example, solve $76 + 9 = n + 5$ for n arguing that nine is four more than five, so the unknown number must be four greater than 76.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you tell if an equation is true using comparative relational thinking? How can you tell if an equation is false using comparative relational thinking? 	<ul style="list-style-type: none"> use comparative thinking and numerical relationships to determine if an equation involving four whole numbers and any of the four operations is true or false. use comparative thinking and numerical relationships to find the value of an unknown in an equation involving four whole numbers and any of the four operations.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 2 Lesson 8A iReady MAFS Toolbox CPALMS 	REQUIRED: Quiz #2 (take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.1.a Form A iReady Standards Mastery MAFS.4.OA.1.b Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.1.a-b Form B iReady MAFS Unit 2 Lesson 8A Independent Practice
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> equation expression distributive property factor unknown 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 2 (Beginning to Mid)

Pacing: 5 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking <ul style="list-style-type: none"> Generate and analyze patterns. 	
Standards:	
4.OA.3.5	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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you continue a given number or shape pattern? How can you make a number or shape pattern that follows a given rule? How can you explain how different patterns are built? How can you analyze a pattern to determine parts not stated in the rule? 	<ul style="list-style-type: none"> use rules to generate or extend a number pattern. use manipulatives or drawings to show a shape pattern. describe, analyze, and extend patterns in numbers and shapes.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 2 Lesson 8B iReady MAFS Toolbox CPALMS EngageNY, Module 5, Topic H 	REQUIRED: Test <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.3.5 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.OA.3.5 Form B iReady MAFS Unit 2 Lesson 8B Independent Practice iReady MAFS Toolbox Unit 2 Lesson 8B Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> rule pattern 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Grade 4 Mathematics Curriculum Map

Quarter 2 (Mid to End)

Pacing: 3 days	
Domain(s)/Cluster(s):	
Numbers and Operations - Fractions <ul style="list-style-type: none"> Extend understanding of fraction equivalence and ordering. 	
Standards:	
4.NF.1.1	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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you recognize and identify equivalent fractions with unlike denominators? How can you explain equivalent fractions? How can you use visual fraction models to show why fractions are equivalent (ex. $3/4 = 6/8$)? How can you determine equivalent fractions using fraction models and explain why they can be called “equivalent”? 	<ul style="list-style-type: none"> understand the value of a fraction. understand how a fraction model represents a fraction. use models to demonstrate the two fractions are equivalent. represent equivalent fractions using models. multiply and divide to find equivalent fractions.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 13 iReady MAFS Toolbox CPALMS EngageNY, Module 5, Topic B 	REQUIRED: Quiz part 1 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.1.1 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.1.1 Form B iReady MAFS Unit 4 Lesson 13 Independent Practice iReady MAFS Toolbox Unit 4 Lesson 13 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> fraction numerator denominator equivalent fractions 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 2 (Mid to End)

Pacing: 5 days	
Domain(s)/Cluster(s):	
Numbers and Operations - Fractions <ul style="list-style-type: none"> Extend understanding of fraction equivalence and ordering. 	
Standards:	
4.NF.1.2	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 $\frac{1}{2}$. 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.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you recognize fractions as being greater than, less than, or equal to other fractions? How can you record comparison results with symbols ($<$, $>$, $=$)? How can you use benchmark fractions such as $\frac{1}{2}$ for comparison purposes? How can you make comparisons based on parts of the same whole? How can you compare two fractions with different numerators? How can you compare two fractions with different denominators? How can you prove the results of a comparison of two fractions? 	<ul style="list-style-type: none"> recognize that fractions with different denominators and the same numerators represent different values. use benchmark fractions to compare fractions. recognize that you can only compare two fractions when both refer to the same whole. use symbols ($<$, $>$, $=$) to compare fractions with different numerators and denominators.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 14 iReady MAFS Toolbox CPALMS EngageNY, Module 5, Topic C EngageNY, Module 5, Topic E 	REQUIRED: Quiz #1 part 2 (take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.1.2 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.1.2 Form B iReady MAFS Unit 4 Lesson 14 Independent Practice iReady MAFS Toolbox Unit 4 Lesson 14 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> benchmark fraction common denominator/common numerator compare greater than symbol ($>$)/less than symbol ($<$) fraction 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

- numerator/denominator

Quarter 2 (Mid to End)

Pacing: 8 days

Domain(s)/Cluster(s):

Numbers and Operations - Fractions

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

Standards:

- | | |
|----------|---|
| 4.NF.2.3 | <p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <ol style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 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. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ 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. 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. |
|----------|---|

Essential Questions:

- How can you add unit fractions ($1/b$) to get a fraction greater than one?
- How can you use fraction models to add or subtract fractions?
- How can you add and subtract fractions with like denominators?
- How can you recognize different ways to represent one whole using fractions with the same denominator?
- How can you record decompositions of fractions as an equation, and explain the equation using fraction models?
- How can you add and subtract mixed numbers with like denominators?
- How can you replace mixed numbers with equivalent fractions, using fraction models?
- How can you replace improper fractions with a mixed number, using fraction models?
- How can you add and subtract mixed numbers by replacing each mixed number with an equivalent fraction?
- How can you solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, by using fraction models and equations to represent the problems?

Objectives: Students will be able to...

- understand addition as joining parts.
- understand subtraction as separating parts.
- extend their understanding of addition and subtraction of whole numbers to addition and subtraction of fractions.
- use fraction models to add and subtract fractions with like denominators.
- add fractions with like denominators
- subtract fractions with like denominators.
- use fraction models, number lines, and equations to represent word problems.
- break apart fractions with a numerator greater than 1 into a fraction equivalent to 1 and a fraction less than 1.
- write a mixed number as a fraction and write a fraction greater than 1 as a mixed number.
- add and subtract mixed numbers with like denominators.
- write and solve an equation with mixed numbers with like denominators in order to solve a word problem.

Resources: Test Item Specs <ul style="list-style-type: none"> ● iReady MAFS Unit 4 Lesson 15 ● iReady MAFS Unit 4 Lesson 16 ● iReady MAFS Unit 4 Lesson 17 ● iReady MAFS Toolbox ● CPALMS ● EngageNY, Module 5, Topic A ● EngageNY, Module 5, Topic B ● EngageNY, Module 5, Topic C ● EngageNY, Module 5, Topic D ● EngageNY, Module 5, Topic E ● EngageNY, Module 5, Topic F 	Assessments: REQUIRED: Quiz #2 (take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> ● iReady Standards Mastery MAFS.4.NF.2.3.a-b Form A ● iReady Standards Mastery MAFS.4.NF.2.3.c-d Form A OPTIONAL: <ul style="list-style-type: none"> ● iReady Standards Mastery MAFS.4.NF.2.3.a-b Form B ● iReady Standards Mastery MAFS.4.NF.2.3.c-d Form B ● iReady MAFS Unit 4 Lesson 15 Independent Practice ● iReady MAFS Unit 4 Lesson 16 Independent Practice ● iReady MAFS Unit 4 Lesson 17 Independent Practice ● iReady MAFS Toolbox Unit 4 Lesson 15 Quiz ● iReady MAFS Toolbox Unit 4 Lesson 16 Quiz ● iReady MAFS Toolbox Unit 4 Lesson 17 Quiz
Essential Vocabulary: <ul style="list-style-type: none"> ● fraction ● numerator ● denominator ● unit fraction ● mixed number 	Differentiated Instruction: <ul style="list-style-type: none"> ● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Quarter 2 (Mid to End)

Pacing: 7 days	
Domain(s)/Cluster(s):	
Numbers and Operations - Fractions <ul style="list-style-type: none"> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 	
Standards:	
4.NF.2.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. <ol style="list-style-type: none"> 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 $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. 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 $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) 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?
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you use fraction models to show that multiplication of fractions is repeated addition? How can you multiply fractions by a whole number using models? How can you multiply a fraction by a whole number? How can you use fraction models and equations to represent a problem? How can you solve word problems involving multiplication of a fraction by a whole number? 	<ul style="list-style-type: none"> multiply a unit fraction (numerator of 1) by a whole number. multiply a fraction with a numerator greater than 1 by a whole number. solve word problems that involve multiplying a fraction by a whole number.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 18 iReady MAFS Unit 4 Lesson 19 iReady MAFS Toolbox CPALMS EngageNY, Module 5, Topic E EngageNY, Module 5, Topic G 	REQUIRED: Test (take an average of the 2 for 1 Test grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.2.4.a-b Form A iReady Standards Mastery MAFS.4.NF.2.4.c Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.2.4.a-b Form B iReady Standards Mastery MAFS.4.NF.2.4.c Form B iReady MAFS Unit 4 Lesson 18 Independent Practice iReady MAFS Unit 4 Lesson 19 Independent Practice iReady MAFS Toolbox Unit 4 Lesson 18 Quiz

	<ul style="list-style-type: none">• iReady MAFS Toolbox Unit 4 Lesson 19 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none">• fraction• numerator• denominator• product• mixed number• unit fraction	<ul style="list-style-type: none">• iReady MAFS Toolbox• CPALMS• Go Math! Grab and Go Centers• Go Math! ELL Activity Guide• Go Math! Re-teach and Enrich Books

Grade 4 Mathematics Curriculum Map

Quarter 3 (Beginning to Mid)

Pacing: 3 days	
Domain(s)/Cluster(s):	
Numbers and Operations - Fractions <ul style="list-style-type: none"> Understand decimal notation for fractions, and compare decimal fractions. 	
Standards:	
4.NF.3.5	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. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you rename and recognize a fraction with a denominator of 10 as a fraction with a denominator of 100? How can you recognize that two fractions with unlike denominators can be equivalent? How can you add two fractions with denominators of 10 and 100 by renaming tenths to hundredths? 	<ul style="list-style-type: none"> rewrite a fraction that has a denominator of 10 as an equivalent fraction with a denominator of 100. rewrite a fraction that has a denominator of 100 as an equivalent fraction with a denominator of 10. explain the relationship between tenths and hundredths. add two fractions with denominators of 10 and 100.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 20 iReady MAFS Toolbox CPALMS EngageNY, Module 6, Topic B EngageNY, Module 6, Topic D 	REQUIRED: Quiz # 1 part 1 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.3.5 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.3.5 Form B iReady MAFS Unit 4 Lesson 20 Independent Practice iReady MAFS Toolbox Unit 4 Lesson 20 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> tenths hundredths equivalent fractions numerator denominator 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 3 (Beginning to Mid)

Pacing: 2 days	
Domain(s)/Cluster(s):	
Numbers and Operations - Fractions <ul style="list-style-type: none"> Understand decimal notation for fractions, and compare decimal fractions. 	
Standards:	
4.NF.3.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you name the values or digits in the decimal places to the hundredths? How can you rename fractions with 10 and 100 in the denominator as decimals? How can you represent fractions as decimals to the hundredths place? 	<ul style="list-style-type: none"> convert decimals into fractions, with denominators of 10 or 100. convert fractions into decimals, with denominators of 10 or 100.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 21 iReady MAFS Toolbox CPALMS EngageNY, Module 6, Topic A 	REQUIRED: Quiz #1 part 2 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.3.6 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.3.6 Form B iReady MAFS Unit 4 Lesson 21 Independent Practice iReady MAFS Toolbox Unit 4 Lesson 21 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> decimal decimal point fraction numerator denominator tenths hundredths 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 3 (Beginning to Mid)

Pacing: 3 days	
Domain(s)/Cluster(s):	
Numbers and Operations - Fractions <ul style="list-style-type: none"> Understand decimal notation for fractions, and compare decimal fractions. 	
Standards:	
4.NF.3.7	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.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you compare two decimals to the same whole? How can you record the results of comparisons with the symbols $>$, $=$, $<$? How can you compare two decimals to hundredths by looking at their size? 	<ul style="list-style-type: none"> compare two decimals up to hundredths, using the $>$, $<$, and $=$ symbols. solve word problems involving comparisons of tenths and hundredths decimals.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 22 iReady MAFS Toolbox CPALMS EngageNY, Module 6, Topic C 	REQUIRED: Quiz # 1 part 3 (take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.3.7 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.3.7 Form B iReady MAFS Unit 4 Lesson 22 Independent Practice iReady MAFS Toolbox Unit 4 Lesson 22 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> decimal compare decimal point tenths hundredths greater than symbol ($>$) less than symbol ($<$) equal to symbol ($=$) 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 3 (Beginning to Mid)

Pacing: 2 days	
Domain(s)/Cluster(s):	
Measurement and Data	
<ul style="list-style-type: none"> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 	
Standards:	
4.MD.1.1	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), ...
*Related standard: 4.MD.1.2	*The following standard can also be incorporated at this time: Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models (Computational fluency with fractions and decimals is not the goal for students at this grade level.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you explain the size of different units of measurement (km, m; kg, g; lb, oz; L, mL; hrs, min, sec)? How can you compare the different units within the same system of measurement (e.g. 1 ft = 12 in; 1 lb = 16 oz)? How can you convert larger units of measurement within the same system to smaller units and record conversions in a two-column table? 	<ul style="list-style-type: none"> identify the units measurement within a measurement system. convert measurements from a larger unit to a smaller unit within the same system. use a conversion table showing equivalent measurements within the same system.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 5 Lesson 23 iReady MAFS Toolbox CPALMS EngageNY, Module 2, Topic A EngageNY, Module 2, Topic B EngageNY, Module 7, Topic A 	REQUIRED: Quiz # 2 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.1.1 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.1.1 Form B iReady MAFS Unit 5 Lesson 23 Independent Practice iReady MAFS Toolbox Unit 5 Lesson 23 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> convert metric system customary system 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers

- units

- Go Math! ELL Activity Guide
- Go Math! Re-teach and Enrich Books

Quarter 3 (Beginning to Mid)

Pacing: 10 days

Domain(s)/Cluster(s):

Measurement and Data

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

Standards:

4.MD.1.2	Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. Represent fractional quantities of distance and intervals of time using linear models (Computational fluency with fractions and decimals is not the goal for students at this grade level.)
*Related standard: 4.MD.1.1	*The following standard can also be incorporated at this time: 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), ...

Essential Questions:

- How can you add, subtract, multiply, and divide fractions and decimals?
- How can you solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money?
- How can you solve word problems involving measurement that include simple fractions or decimals?
- How can you solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit?

Objectives: Students will be able to...

- solve word problems involving time, money, and length.
- convert larger units of time to smaller units in order to solve word problems.
- convert amounts of money in bills and coins to solve word problems about money.
- write and solve equations in order to solve word problems involving length.

Resources:

[Test Item Specs](#)

- iReady MAFS Unit 5 Lesson 24
- iReady MAFS Unit 5 Lesson 25
- [iReady MAFS Toolbox](#)
- [CPALMS](#)
- [EngageNY, Module 2, Topic A](#)
- [EngageNY, Module 2, Topic B](#)
- [EngageNY, Module 6, Topic E](#)
- [EngageNY, Module 7, Topic B](#)
- [EngageNY, Module 7, Topic C](#)

Assessments:

REQUIRED:

- Test** (take an average of the 2 for 1 Test grade)
- iReady Standards Mastery MAFS.4.MD.1.2-1 Form A
 - iReady Standards Mastery MAFS.4.MD.1.2-2 Form A

OPTIONAL:

- iReady Standards Mastery MAFS.4.MD.1.2-1 Form B
- iReady Standards Mastery MAFS.4.MD.1.2-2 Form B
- iReady MAFS Unit 5 Lesson 24 Independent Practice
- iReady MAFS Unit 5 Lesson 25 Independent Practice
- iReady MAFS Toolbox Unit 5 Lesson 24 Quiz

	<ul style="list-style-type: none">• iReady MAFS Toolbox Unit 5 Lesson 25 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none">• convert• units• length	<ul style="list-style-type: none">• iReady MAFS Toolbox• CPALMS• Go Math! Grab and Go Centers• Go Math! ELL Activity Guide• Go Math! Re-teach and Enrich Books

Grade 4 Mathematics Curriculum Map

Quarter 3 (Mid to End)

Pacing: 7 days	
Domain(s)/Cluster(s):	
Measurement and Data <ul style="list-style-type: none"> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. 	
Standards:	
4.MD.1.3	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.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you apply the formula for perimeter of a rectangle to solve real world and mathematical problems? How can you apply the formula for area of a rectangle to solve real world and mathematical problems? How can you solve area and perimeter problems in which there is an unknown factor (n)? 	<ul style="list-style-type: none"> use the formula for perimeter to solve problems. use the formula for area to solve problems.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 5 Lesson 26 iReady MAFS Toolbox CPALMS EngageNY, Module 3, Topic A 	REQUIRED: Quiz #1 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.1.3 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.1.3 Form B iReady MAFS Unit 5 Lesson 26 Independent Practice iReady MAFS Toolbox Unit 5 Lesson 26 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> formula perimeter area 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 3 (Mid to End)

Pacing: 6 days	
Domain(s)/Cluster(s):	
Measurement and Data <ul style="list-style-type: none"> Represent and interpret data. 	
Standards:	
4.MD.2.4 *Related standard: 4.NF.2.3	<p>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. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p> <p>*The following standard can also be incorporated at this time:</p> <p>Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.</p> <ol style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 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. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$ 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. 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.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you add and subtract fractions? How can you analyze and interpret a line plot to solve problems involving addition and subtraction of fractions? How can you create a line plot to display a data set of measurements given in fractions of a unit? 	<ul style="list-style-type: none"> Make a line plot that displays data in fractional units. Solve addition and subtraction word problems by using a line plot.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 5 Lesson 27 iReady MAFS Toolbox CPALMS EngageNY, Module 5, Topic E 	REQUIRED: Quiz #2 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.2.4 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.2.4 Form B iReady MAFS Unit 5 Lesson 27 Independent Practice iReady MAFS Toolbox Unit 5 Lesson 27 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> line plot data 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide

Quarter 3 (Mid to End)

Pacing: 6 days	
Domain(s)/Cluster(s):	
Measurement and Data	
<ul style="list-style-type: none"> Geometric measurement: understand concepts of angle and measure angles. 	
Standards:	
4.MD.3.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. <ol style="list-style-type: none"> 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. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
4.MD.3.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you recognize that a circle has 360 degrees? How can you recognize and identify that an angle is formed from two rays with a common endpoint? How can you recognize that an angle is a fraction of a 360 degree circle? How can you explain the angle measurement in terms of degrees? How can you determine that an arc is a part of a circle? How can you determine what fraction of the circular arc an angle forms? How can you read a protractor? How can you determine which scale on the protractor to use, based on the direction the angle is open? How can you determine the kind of angle based on the specified measure to decide reasonableness of the sketch (ex. acute, obtuse, right, straight)? How can you measure angles in whole number degrees using a protractor? How can you sketch angles of specified measure? 	<ul style="list-style-type: none"> recognize an angle as a geometric shape. identify acute, right, and obtuse angles. recognize the relationship between the measure of an angle and the part of a circle that the angle turns through. use a protractor to measure an angle. draw an angle of a specific degree. use benchmark angle measures to estimate the measure of an angle.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 5 Lesson 28 iReady MAFS Unit 5 Lesson 29 iReady MAFS Toolbox CPALMS EngageNY, Module 4, Topic B 	REQUIRED: Test part 1 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.3.5/MAFS.4.MD.3.6 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.3.5/MAFS.4.MD.3.6 Form B iReady MAFS Unit 5 Lesson 28 Independent Practice

	<ul style="list-style-type: none"> ● iReady MAFS Unit 5 Lesson 29 Independent Practice ● iReady MAFS Toolbox Unit 5 Lesson 28 Quiz ● iReady MAFS Toolbox Unit 5 Lesson 29 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> ● angle ● ray ● vertex ● degree (°) ● protractor ● right angle ● acute angle ● obtuse angle 	<ul style="list-style-type: none"> ● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Quarter 3 (Mid to End)

Pacing: 3 days	
Domain(s)/Cluster(s):	
Measurement and Data <ul style="list-style-type: none"> Geometric measurement: understand concepts of angle and measure angles. 	
Standards:	
4.MD.3.7	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.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you recognize that an angle can be divided into smaller angles? How can you solve addition and subtraction equations to find unknown angle measurements on a diagram? How can you find an angle's measurement by adding the measurements of the smaller angles that make up the larger angle? How can you find an angle's measurement by subtracting the measurements of the smaller angles from the larger angle? 	<ul style="list-style-type: none"> recognize that an angle can be split up into several smaller angles. recognize that several smaller angles can be combined to form a larger angle. add and subtract to find angle measures. use addition and subtraction to solve word problems about angle measures.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 5 Lesson 30 iReady MAFS Toolbox CPALMS EngageNY, Module 4, Topic C 	REQUIRED: Test part 2 (take an average of the 2 for 1 Test grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.3.7 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.MD.3.7 Form B iReady MAFS Unit 5 Lesson 30 Independent Practice iReady MAFS Toolbox Unit 5 Lesson 30 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> compose decompose equations 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Grade 4 Mathematics Curriculum Map

Quarter 4 (Beginning to Mid)

Pacing: 2 days	
Domain(s)/Cluster(s):	
Geometry <ul style="list-style-type: none"> Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 	
Standards:	
4.G.1.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you draw points, lines, line segments, and rays? How can you draw right, acute, and obtuse angles? How can you draw perpendicular and parallel lines? How can you analyze two-dimensional figures to identify points, lines, line segments and rays? How can you analyze two-dimensional figures to identify right, acute, and obtuse angles? How can you analyze two-dimensional figures to identify perpendicular and parallel lines? 	<ul style="list-style-type: none"> identify and draw points, lines, line segments, rays, and angles, and identify them in two-dimensional figures. identify and draw parallel and perpendicular lines, distinguish between the two, and identify them in two-dimensional figures.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 6 Lesson 31 iReady MAFS Toolbox CPALMS EngageNY, Module 4, Topic A 	REQUIRED: Quiz #1 part 1 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.G.1.1 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.G.1.1 Form B iReady MAFS Unit 6 Lesson 31 Independent Practice iReady MAFS Toolbox Unit 6 Lesson 31 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> point line segment line ray angle parallel lines perpendicular lines right angles acute angles obtuse angles 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 4 (Beginning to Mid)

Pacing: 5 days		
Domain(s)/Cluster(s):		
Geometry <ul style="list-style-type: none"> Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 		
Standards:		
4.G.1.2	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.	
*Related standard: 4.G.1.1	*The following standard can also be incorporated at this time: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	
Essential Questions:		Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you classify two-dimensional figures based on parallel or perpendicular lines and size of angles? How can you classify triangles as right triangles or not right? 		<ul style="list-style-type: none"> sort two-dimensional figures based on parallel or perpendicular sides and on acute, obtuse, or right angles. recognize that triangles can be classified based on the lengths of their sides (isosceles, equilateral, scalene). name a triangle based on the kind of angles it has (acute, obtuse, right).
Resources:		Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 6 Lesson 32 iReady MAFS Toolbox CPALMS EngageNY, Module 4, Topic D 		REQUIRED: Quiz # 1 part 2 (take an average of the 2 for 1 Test grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.G.1.2 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.G.1.2 Form B iReady MAFS Unit 6 Lesson 32 Independent Practice iReady MAFS Toolbox Unit 6 Lesson 32 Quiz
Essential Vocabulary:		Differentiated Instruction:
<ul style="list-style-type: none"> polygon quadrilateral rectangle square parallelogram rhombus trapezoid triangle equilateral triangle 	<ul style="list-style-type: none"> isosceles triangle scalene triangle right triangle obtuse triangle acute triangle 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 4 (Beginning to End)

Pacing: 3 days	
Domain(s)/Cluster(s):	
Geometry <ul style="list-style-type: none"> Draw and identify lines and angles, and classify shapes by properties of their lines and angles. 	
Standards:	
4.G.1.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you recognize lines of symmetry for a two-dimensional figure? How can you recognize a line of symmetry as a line across a figure that when folded creates matching parts? How can you draw lines of symmetry for two-dimensional figures? 	<ul style="list-style-type: none"> recognize lines of symmetry in two-dimensional figures. draw lines of symmetry in two-dimensional figures.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 6 Lesson 33 iReady MAFS Toolbox CPALMS EngageNY, Module 4, Topic D 	REQUIRED: Quiz #2 <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.G.1.3 Form A OPTIONAL: <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.G.1.3 Form B iReady MAFS Unit 6 Lesson 33 Independent Practice iReady MAFS Toolbox Unit 6 Lesson 33 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> symmetry line of symmetry 	<ul style="list-style-type: none"> iReady MAFS Toolbox CPALMS Go Math! Grab and Go Centers Go Math! ELL Activity Guide Go Math! Re-teach and Enrich Books

Quarter 4 (Beginning to Mid)

*The following standards are part of major clusters in 4th Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

Pacing: 6 days	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten	
<ul style="list-style-type: none"> Use place value understanding and properties of operations to perform multi-digit arithmetic. 	
Standards:	
4.NBT.2.5	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.2.6	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.
*Related standards: 4.OA.1.2	*The following standard can also be incorporated at this time: 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.1.3	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.
Essential Question(s):	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you multiply four digit by one digit numbers without a calculator? How can you multiply two digit by two digit numbers without a calculator? How can you use two or more different strategies to multiply numbers? How can you use words, drawings, and equations to explain multiplication with arrays? How can you use words, drawing, and equations to explain multiplication with area models? How can you divide a four digit number by a one digit number? How can you show the relationship between multiplication and division? How can you use an array to show a multiplication problem? How can you use an array to explain a division problem? 	<ul style="list-style-type: none"> multiply whole numbers of up to four digits by one-digit whole numbers. multiply a two-digit number by a two-digit number. use area models and partial products to multiply. divide up to four-digit dividends by one-digit divisors, with remainders. use area models, subtraction of partial products, and partial quotients to divide. recognize the relationship between multiplication and division.

Resources:	Assessments:
<p>Test Item Specs</p> <ul style="list-style-type: none"> • iReady MAFS Unit 3 Lesson 11 • iReady MAFS Unit 3 Lesson 12 • iReady MAFS Toolbox • CPALMS • EngageNY, Module 3, Topic B • EngageNY, Module 3, Topic C • EngageNY, Module 3, Topic E • EngageNY, Module 3, Topic G • EngageNY, Module 3, Topic H • LearnZillion, Unit 2, Lesson 2 • LearnZillion, Unit 2, Lesson 7 	<p>REQUIRED:</p> <p>Test part 1</p> <ul style="list-style-type: none"> • iReady Standards Mastery MAFS.4.NBT.2.5 Form B • iReady Standards Mastery MAFS.4.NBT.2.6 Form B <p>OPTIONAL:</p> <ul style="list-style-type: none"> • iReady MAFS Unit 3 Lesson 11 Independent Practice • iReady MAFS Unit 3 Lesson 12 Independent Practice • iReady MAFS Toolbox Unit 3 Lesson 11 Quiz • iReady MAFS Toolbox Unit 3 Lesson 12 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> • multiplication/product • area model • array • distributive property • partial products • factor • multiple • dividend • divisor • partial quotient • quotient • remainder 	<ul style="list-style-type: none"> • iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Quarter 4 (Beginning to Mid)

*The following standards are part of major clusters in 4th Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

Pacing: 5 days		
Domain(s)/Cluster(s):		
Numbers and Operations - Fractions <ul style="list-style-type: none"> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 		
Standards:		
4.NF.2.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. <ol style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 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. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 \frac{1}{8} = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$ 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. 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. 	
Essential Questions:		Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you add unit fractions ($1/b$) to get a fraction greater than one? How can you use fraction models to add or subtract fractions? How can you add and subtract fractions with like denominators? How can you recognize different ways to represent one whole using fractions with the same denominator? How can you record decompositions of fractions as an equation, and explain the equation using fraction models? How can you add and subtract mixed numbers with like denominators? How can you replace mixed numbers with equivalent fractions, using fraction models? How can you replace improper fractions with a mixed number, using fraction models? How can you add and subtract mixed numbers by replacing each mixed number with an equivalent fraction? How can you solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, by using fraction models and equations to represent the problems? 		<ul style="list-style-type: none"> understand addition as joining parts. understand subtraction as separating parts. extend their understanding of addition and subtraction of whole numbers to addition and subtraction of fractions. use fraction models to add and subtract fractions with like denominators. add fractions with like denominators subtract fractions with like denominators. use fraction models, number lines, and equations to represent word problems. break apart fractions with a numerator greater than 1 into a fraction equivalent to 1 and a fraction less than 1. write a mixed number as a fraction and write a fraction greater than 1 as a mixed number. add and subtract mixed numbers with like denominators. write and solve an equation with mixed numbers with like denominators in order to solve a word problem.

Resources:	Assessments:
<p>Test Item Specs</p> <ul style="list-style-type: none"> ● iReady MAFS Unit 4 Lesson 15 ● iReady MAFS Unit 4 Lesson 16 ● iReady MAFS Unit 4 Lesson 17 ● iReady MAFS Toolbox ● CPALMS ● EngageNY, Module 5, Topic A ● EngageNY, Module 5, Topic B ● EngageNY, Module 5, Topic C ● EngageNY, Module 5, Topic D ● EngageNY, Module 5, Topic E ● EngageNY, Module 5, Topic F 	<p>REQUIRED:</p> <p>Test part 2 (take an average of the 2 for 1 Test grade)</p> <ul style="list-style-type: none"> ● iReady Standards Mastery MAFS.4.NF.2.3.a-b Form B <p>OPTIONAL:</p> <ul style="list-style-type: none"> ● iReady MAFS Unit 4 Lesson 15 Independent Practice ● iReady MAFS Unit 4 Lesson 16 Independent Practice ● iReady MAFS Unit 4 Lesson 17 Independent Practice ● iReady MAFS Toolbox Unit 4 Lesson 15 Quiz ● iReady MAFS Toolbox Unit 4 Lesson 16 Quiz ● iReady MAFS Toolbox Unit 4 Lesson 17 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> ● fraction ● numerator ● denominator ● unit fraction ● mixed number 	<ul style="list-style-type: none"> ● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 4 Mathematics Curriculum Map

Quarter 4 (Mid to End)

*The following standards are part of major clusters in 4th Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

Pacing: 5 days	
Domain(s)/Cluster(s):	
Numbers and Operations - Fractions	
<ul style="list-style-type: none"> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. 	
Standards:	
4.NF.2.4	<p>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ol style="list-style-type: none"> 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 $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. 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 $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) 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?
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you use fraction models to show that multiplication of fractions is repeated addition? How can you multiply fractions by a whole number using models? How can you multiply a fraction by a whole number? How can you use fraction models and equations to represent a problem? How can you solve word problems involving multiplication of a fraction by a whole number? 	<ul style="list-style-type: none"> multiply a unit fraction (numerator of 1) by a whole number. multiply a fraction with a numerator greater than 1 by a whole number. solve word problems that involve multiplying a fraction by a whole number.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 18 iReady MAFS Unit 4 Lesson 19 iReady MAFS Toolbox CPALMS EngageNY, Module 5, Topic E EngageNY, Module 5, Topic G 	<p>REQUIRED:</p> <p>Quiz # 1 (take an average of the 2 for 1 Quiz grade)</p> <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.2.4.a-b Form B iReady Standards Mastery MAFS.4.NF.2.4.c Form B <p>OPTIONAL:</p> <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 18 Independent Practice iReady MAFS Unit 4 Lesson 19 Independent Practice iReady MAFS Toolbox Unit 4 Lesson 18 Quiz iReady MAFS Toolbox Unit 4 Lesson 19 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> fraction 	<ul style="list-style-type: none"> iReady MAFS Toolbox

<ul style="list-style-type: none">• numerator• denominator• product• mixed number• unit fraction	<ul style="list-style-type: none">• CPALMS• Go Math! Grab and Go Centers• Go Math! ELL Activity Guide• Go Math! Re-teach and Enrich Books
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Quarter 4 (Mid to End)

Pacing: 5 days	
Domain(s)/Cluster(s):	
Numbers and Operations - Fractions <ul style="list-style-type: none"> Understand decimal notation for fractions, and compare decimal fractions. 	
Standards:	
4.NF.3.5	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. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.
4.NF.3.6	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
4.NF.3.7	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.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you rename and recognize a fraction with a denominator of 10 as a fraction with a denominator of 100? How can you add two fractions with denominators of 10 and 100 by renaming tenths to hundredths? How can you name the values or digits in the decimal places to the hundredths? How can you rename fractions with 10 and 100 in the denominator as decimals? How can you represent fractions as decimals to the hundredths place? How can you compare two decimals to the same whole? How can you record the results of comparisons with the symbols $>$, $=$, $<$? How can you compare two decimals to hundredths by looking at their size? 	<ul style="list-style-type: none"> rewrite a fraction that has a denominator of 10 as an equivalent fraction with a denominator of 100. rewrite a fraction that has a denominator of 100 as an equivalent fraction with a denominator of 10. explain the relationship between tenths and hundredths. add two fractions with denominators of 10 and 100. convert decimals into fractions, with denominators of 10 or 100. convert fractions into decimals, with denominators of 10 or 100. compare two decimals up to hundredths, using the $>$, $<$, and $=$ symbols. solve word problems involving comparisons of tenths and hundredths decimals.
Resources:	Assessments:
Test Item Specs <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 20 iReady MAFS Unit 4 Lesson 21 iReady MAFS Unit 4 Lesson 22 iReady MAFS Toolbox CPALMS 	REQUIRED: Quiz #2 (take an average of the 2 for 1 Quiz grade) <ul style="list-style-type: none"> iReady Standards Mastery MAFS.4.NF.3.5 Form B iReady Standards Mastery MAFS.4.NF.3.6 Form B OPTIONAL: <ul style="list-style-type: none"> iReady MAFS Unit 4 Lesson 20 Independent Practice

<ul style="list-style-type: none"> • EngageNY, Module 6, Topic A • EngageNY, Module 6, Topic B • EngageNY, Module 6, Topic C • EngageNY, Module 6, Topic D 	<ul style="list-style-type: none"> • iReady MAFS Unit 4 Lesson 21 Independent Practice • iReady MAFS Unit 4 Lesson 22 Independent Practice • iReady MAFS Toolbox Unit 4 Lesson 20 Quiz • iReady MAFS Toolbox Unit 4 Lesson 21 Quiz • iReady MAFS Toolbox Unit 4 Lesson 22 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> • tenths • hundredths • equivalent fractions • numerator • denominator • decimal/decimal point • fraction • compare • greater than symbol (>) • less than symbol (<) • equal to symbol (=) 	<ul style="list-style-type: none"> • iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Quarter 4 (Mid to End)

Pacing: 15 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking <ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. 	
Standards:	
4.OA.1.1	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.1.2	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.1.3	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.
Essential Questions:	Objectives: Students will be able to...
<ul style="list-style-type: none"> How can you recognize multiplication strategies? How can you write a multiplication equation based on given data? How can you use multiplication in two or more ways to solve the same problem? How can you use division in two or more ways to solve the same problem? How can you model a multiplication problem as repeated addition? How can you divide whole numbers including division with remainders? How can you solve a word problem that includes letters representing numbers? How can you choose the correct operation to solve a word problem? How can you use mental math and estimation to determine whether my answer is reasonable? 	<ul style="list-style-type: none"> use a multiplication sign to represent the relationship between two numbers as a multiplicative comparison. identify a multiplication equation as showing two ways to describe a product as a comparison between two factors. write an equation to represent a multiplicative comparison described in a word problem. write a word problem using a multiplicative comparison to describe a given multiplication equation. use drawings and symbols to represent a word problem involving multiplicative comparison. use an equation to solve for the unknown in a multiplicative comparison problem. solve word problems involving multiplicative comparisons by using multiplication or division. use equations with a letter standing for the unknown to represent multi-step word problems. write and solve an equation in order to solve a multi-step word problem. interpret the remainder in a division word problem. use estimation strategies to check that an answer is reasonable.
Resources:	Assessments:
Test Item Specs	REQUIRED:

<ul style="list-style-type: none"> ● iReady MAFS Unit 2 Lesson 5 ● iReady MAFS Unit 2 Lesson 6 ● iReady MAFS Unit 2 Lesson 9 ● iReady MAFS Unit 2 Lesson 10 ● iReady MAFS Toolbox ● CPALMS ● EngageNY, Module 1, Topic E ● EngageNY, Module 1, Topic F ● EngageNY, Module 3, Topic A ● EngageNY, Module 3, Topic D ● EngageNY, Module 7, Topic A ● EngageNY, Module 7, Topic B ● EngageNY, Module 7, Topic C ● Illustrative Mathematics, Comparing Money Raised 	<ul style="list-style-type: none"> ● iReady Standards Mastery MAFS.4.OA.1.1 Form B ● iReady Standards Mastery MAFS.4.OA.1.2 Form B ● iReady Standards Mastery MAFS.4.OA.1.3-1 Form B ● iReady Standards Mastery MAFS.4.OA.1.3-2 Form B <p>OPTIONAL:</p> <ul style="list-style-type: none"> ● iReady MAFS Unit 2 Lesson 5 Independent Practice ● iReady MAFS Unit 2 Lesson 6 Independent Practice ● iReady MAFS Unit 2 Lesson 9 Independent Practice ● iReady MAFS Unit 2 Lesson 10 Independent Practice ● iReady MAFS Toolbox Unit 2 Lesson 5 Quiz ● iReady MAFS Toolbox Unit 2 Lesson 6 Quiz ● iReady MAFS Toolbox Unit 2 Lesson 9 Quiz ● iReady MAFS Toolbox Unit 2 Lesson 10 Quiz
Essential Vocabulary:	Differentiated Instruction:
<ul style="list-style-type: none"> ● expression ● equation ● unknown ● product ● quotient ● sum ● difference ● multiplicative comparison 	<ul style="list-style-type: none"> ● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books