**Pacing Guide          Grade:   4                              Subject: Math**

| Common Core Standards | SPIs | I Can statements | Resources | M |
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| 4.NBT.A.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 ÷ 70 = 10 by applying concepts of place value and division.* 1Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. | SPI 0406.2.3 Identify the place value of a specified digit in a number and the quantity it represents. | • I can identify the places of numbers and the values of each place (K) <br> • I can recognize each place increases by ten times the prior place moving to the left (K) <br> • I can recognize that moving to the right decreases the value by tens (K) <br> • I can explain why multiplication and division work based on place value and properties of operation (R)) <br> • I can multiply and divide numbers by multiples of 10s, 100s, and 1,000s, etc. to 1,000,000 (S) <br> • I can construct a model using manipulatives that represent place value relationships showing how a digit in one place represents ten times what is represented to the right (P) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games. <br> Learning Farm <br> Quiz Show <br> Brain Pop <br> Base ten blocks <br> Counting beans <br> Paper plate number identification game. <br> Sting number line <br> Orchard <br> www.k-5mathteachingresources.com <br><br> http://commoncoresheets.com <br><br> www.mathexpression.com <br><br> www.studyjams.com <br><br> www.problemattic.com <br><br> http://www.thatquiz.org | |

| | | | Envision textbook: pages 4-9<br>Envision workbook: pages 21-24 | |
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| 4.NBT.A.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. | SPI 0406.2.1 Read and write numbers from hundredths to hundred-thousands in numerals and in words. | • I can read numbers and base-ten numerals, number names, and expanded form using numbers less than or equal to one million (K)<br><br>• I can identify how to write numbers and base-ten numerals, number names, and expanded form less than or equal to one million (with or without manipulatives) (K)<br><br>• I can recognize and understand comparison symbols (R/K)<br><br>• I can use symbols to compare numbers less than or equal to one million based place value with and without manipulatives (R) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Counting beans<br>Paper plate number identification game.<br>Sting number line<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Envision textbook: pages 4-9<br>Envision workbook: pages 21-24 | |

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| 4.NBT.A.3. Use place value understanding to round multi-digit whole numbers to any place. | SPI 0406.5.2 Solve problems using estimation and comparison within a single set of data. | • I can identify the digit that affects how I round my number (K)<br>• I can determine whether the rounding digit goes up or stays the same (R)<br>• I can correctly write the rounded number in base ten number form (K)<br>• I can explain how to round numbers up to the millions place value (R) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Envision Textbook: pages 14-15<br>Envision Workbook: pages 27-28 | |
| 4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. | 0306.2.9: Solve contextual problems involving the addition (with and without regrouping) and subtraction (without regrouping) of two and three digit whole numbers. | • I can model addition and subtraction of whole numbers using manipulative (P)<br>• I can fluently use the standard algorithm for addition and subtraction (S)<br>• I can recognize when regrouping is necessary (K) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com | |

| | | | www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Envision Textbook: pages 36-49<br>Envision Workbook: pages 41-48 | |
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| 4.OA.A.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. | SPI 0406.2.11 Solve problems using whole number multi-digit multiplication.<br><br>SPI 0406.2.12 Solve problems using whole number division with one- or two-digit divisors.<br><br>SPI 0406.3.1 Use letters and symbols to represent an unknown quantity and write a simple mathematical expression.<br><br>SPI 0406.2.10 Solve contextual problems using whole numbers, fractions, and decimals.<br><br>SPI 0406.5.2 Solve problems using estimation and comparison within a single set of data. | • I can decode and understand multistep word problems with or without remainders (R)<br>• I can create and solve an equation with a variable representing the unknown number in a multistep problem interpreting remainders when needed (P)<br>• I can defend the reasonableness of an answer using mental computation, estimation strategies, and rounding (R)<br>• I can explain and interpret a multistep that includes the four basic operation using models, illustrations, and/or writing (R) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Envision Textbook: multiplication pages 54-71; 96-121; 142-153<br>Division pages 76-91; 164-179<br>Envision Workbook: | |

| | | | multiplication pages 49-62; 73-88; 97-106<br>Division pages 63-72; 111-124; | |
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| 4.OA.A.1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. | SPI 0406.1.1 Verify a conclusion using the commutative, associative and distributive properties. | • I can recognize that any two factors and their products can be compared (K)<br>• I can identify that multiplication represents grouping of numbers, and identify first factor represents number of groups and the second factor represents how many within each group (K)<br>• I can explain that this representation illustrates the commutative property of multiplication (R)<br>• I can interpret a multiplication equation and solve for the product (S)<br>• I can formulate and solve multiplication equations through the use of models and illustrations (P)<br>• I can illustrate that 5 groups of 7 is the same product as 7 groups of 5 (P) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Harcourt Textbook: pages 174-175<br>Harcourt Workbook: pages 42; 5$^{th}$ grade wkbook 66-67 | |

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| 4.OA.B.4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. | SPI 0406.2.4 Find factors, common factors, multiples, and common multiples of two numbers. | <ul><li>I can define factor, prime, and multiples (K)</li><li>I can list all the factor pairs of a given whole number (2-100) (K)</li><li>I can list the multiples of any given whole number (1-100) (K)</li><li>I can explain why a number is prime or composite (R)</li><li>I can use tools such as number lines, hundreds charts, hundreds chart, arrays, or cubes to model relationships between factors and multiples (S)</li></ul> | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games. Learning Farm Quiz Show Brain Pop Orchard www.k-5mathteachingresources.com http://commoncoresheets.com www.mathexpression.com www.studyjams.com www.problemattic.com http://www.thatquiz.org Envision Textbook: pages 182-185 Envision Workbook: pages 125-128 | |
| 4.OA.A.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 | SPI 0406.3.1 Use letters and symbols to represent an unknown quantity and write a simple mathematical expression. SPI 0406.5.2 Solve problems using estimation and comparison within a single set of data. | <ul><li>I can identify that a symbol represents an unknown variable in an equation (K)</li><li>I can recognize division as the inverse of multiplication (K)</li><li>I can explain when a word problem uses a multiplicative or additive comparison to solve it (R)</li><li>I can use manipulatives, pictures, and abstract methods to demonstrate the relationship between multiplication and division</li></ul> | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games. Learning Farm Quiz Show Brain Pop Orchard www.k-5mathteachingresources.com | |

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| multiplicative comparison from additive comparison. | | (R)<br>• I can distinguish the difference between multiplicative and additive properties (R)<br>• I can solve a word problem by creating an equation using a variable or symbol to represent the unknown number (R)<br>• I can represent multiplicative comparisons in word problems using models, illustrations, and/or writing (S) | http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Envision Textbook: pages 128-133<br>Envision Workbook: pages 89-94<br>Harcourt textbook: pages 166-169 | |
| 4.OA.A.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. | **Additional SPIs**<br><br>SPI 0406.3.1 Use letters and symbols to represent an unknown quantity and write a simple mathematical expression.<br><br>SPI 0406.5.2 Solve problems using estimation and comparison within a single set of data.<br><br>SPI 0406.2.10 Solve contextual problems using whole numbers, fractions, and decimals. | *See above* | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com | |

| | | | http://www.thatquiz.org Envision Textbook: pages 432-443 Envision Workbook: pages 269-276 | |
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| 4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of pattern that were not explicit in the rule itself. *For example, given the rule "Add3" 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.* | SPI 0406.3.3 Represent and analyze patterns using words, function tables, and graphs. | • I can identify a pattern/rule (K) <br> • I can explain the repetition in a pattern (R) <br> • I can apply a given operation to a pattern (add, subtract, multiply,divide) (S) <br> • I can create a number or shape pattern (P) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games. <br> Learning Farm <br> Quiz Show <br> Brain Pop <br> Orchard <br> www.k-5mathteachingresources.com <br><br> http://commoncoresheets.com <br><br> www.mathexpression.com <br><br> www.studyjams.com <br><br> www.problemattic.com <br><br> http://www.thatquiz.org <br> Harcourt Textbook: pages 74-75; 198-199 <br> Harcourt Workbook: pages 18-20 | |

| 4.NBT.B.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 | SPI 0406.2.12 Solve problems using whole number division with one- or two-digit divisors.<br><br>SPI 0506.1.3 Recognize the unit associated with the remainder in a division problem or the meaning of the fractional part of a whole given in either decimal or fraction form. | • I can explain that the remainder is separate from the quotient (R)<br>• I can identify the relationship between multiplication and division (K)<br>• I can describe how place value affects division (K)<br>• I can demonstrate and apply using properties of operations (S)<br>• I can explain division by finding the number of items in a group when the number of groups is known (R)<br>• I can explain division by finding how many groups there are when the number in each group is known (R)<br>• I can use multiplication and division facts fluently (K)<br>• I can decompose (break apart) numbers to divide (R)<br>• I can use repeated subtraction and sharing as division strategies (R)<br>• I can solve equations involving division (S)<br>• I can apply multiple strategies to divide 4-digit dividends and 1-digits divisors (S)<br>• I can model division using arrays and area models and manipulatives (P) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Envision Textbook: pages 164-181<br>Envision Workbook: pages 111-124 | |
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| 4.MD.A.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 | SPI 0406.1.4 Compare objects with respect to a given geometric or physical attribute and select appropriate measurement instrument.<br><br>SPI 0406.4.9 Solve problems involving area | • I can identify the use of perimeter and area (K)<br>• I can find perimeter and area using addition or multiplication (K)<br>• I can identify the area model of multiplication in relation to rectangular arrays (K)<br>• I can distinguish the difference between | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard | |

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| the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. | and/or perimeter of rectangular figures. | area and perimeter and when to solve for each (R)<br>• I can derive formulas for perimeter and area (R)<br>• I can use diagrams or models to solve problems involving perimeter and area (S)<br>• I can use models or pictures to show area and perimeter (S)<br>• I can use models or pictures to derive the formulas for perimeter and area (S) | www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 316-322; 324-330; 332-335<br>Envision Workbook: pages 197-212 | |
| 4.NF.A.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. [1] Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100. | SPI 0406.2.5 Generate equivalent forms of common fractions and decimals and use them to compare size. | • I can identify a fractional quantity and understand that it can be subdivided into an infinite number of equal pieces and remain original fractional quantity<br>• (K)<br>• I can explain how the identity property of multiplication transforms a fraction a fraction into its equivalent fractions (K)<br>• I can recognize how the identity property of multiplication is used to create equivalent fractions (K)<br>• I can identify differences in two equivalent fractions, with attention to how the number and size of the parts differ even though the two fractions are the same size (K)<br>• I can explain the identity property of multiplication and its relationship to | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com | |

| | | | fraction (R) | |
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| | | | • I can represent equivalent fractions to pictures (P)<br>• I can create models of equivalent fractions using manipulatives (P) | http://www.thatquiz.org<br><br>Envision Textbook: pages 224-226<br>Envision Workbook: pages 151-152 | |
| 4.NF.A.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. | SPI 0406.2.6 Use the symbols < , > and = to compare common fractions and decimals in both increasing and decreasing order. | • I can identify benchmark fractions<br>• (K)<br>• I can identify that fractions represent a single quantity that can be compared (K)<br>• I can explain that fractions can be compared by attending to either numerators, or denominators, or benchmark fractions (K)<br>• I can use benchmark fractions to defend if a fraction is less than, equal to, or greater than another fractions (R)<br>• I can identify how fractional pairs can be changed to have equivalent numerators to determine less than, equal to, greater than (K)<br>• I can identify how fractional pairs can be changed to have equivalent denominators to determine less than, equal to,  and greater than (K) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 234-237<br>Envision Workbook: pages 157-160 | |

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| 4.NF.B.3. Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$. | SPI 0406.2.8 Add and subtract proper fractions with like and unlike denominators and simplify the answer. | • I can define unit fractions (K)<br>• I can demonstrate that a given fraction is the sum of unit fractions (R) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Envision Textbook: pages 250-257<br>Envision Workbook: pages 163-168 | |
| a. 4.NF.B.3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. | <mark>SPI 0506.1.2 Estimate fraction and decimal sums or differences.</mark> | • I can model addition and subtraction of fractions in joining or separating parts referring to the same whole (K)<br>• I can decompose a fraction and whole numbers into unit fractions. (R) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com | |

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| | | | http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Envision Textbook: pages 250-257; 261<br>Envision Workbook: pages 163-168 |
| b. 4.NF.B.3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* | SPI 0306.2.11 Recognize and use different interpretations of fractions. | • I can represent or justify the sum of a given fraction by writing an equation equal to the fraction (R) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org |

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| c. 4.NF.B.3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. | SPI 0406.2.2 Locate and place mixed numbers on the number line.<br><br>SPI 0406.2.5 Generate equivalent forms of common fractions and decimals and use them to compare size.<br><br>SPI 0406.2.7 Convert improper fractions into mixed numbers and/or decimals. | • I can add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction and/or applying properties of operations and the relationship between addition/subtraction (S) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 261; 280-281<br>Envision Workbook: pages 179-180 | |

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| 4.NF.B.3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. | SPI 0606.2.2 Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers.<br><br>SPI 0606.2.4 Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals. | I can solve word problems involving addition and subtraction of fractions referring to the same old and having like denominators. (S)<br><br>I can create visual models to illustrate place values in rounding. (Number line, place value, base-10 blocks) (P) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br>Envision Textbook: pages 252-253; 255; 257;262-263<br>Envision Workbook: page 170 | |
| 4.MD.B.4. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving | SPI 0406.2.2 Locate and place mixed numbers on the number line.<br><br>SPI 0306.2.13 Recognize, compare, and order | I can construct a line plot and correctly label the axis with benchmark fractions. (P)<br><br>I can decompose a line plot to solve simple addition/subtraction fraction problems. (R) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show | |

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| 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.* | fractions (benchmark fractions, common numerators, or common denominators. | I can interpret the information given in a line plot to answer a word problem.  (R) | Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Math Spectrum Book Pages 105-106 | |
| 4.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. | SPI 0606.2.1 Solve problems involving the multiplication and division of fractions. | I can apply of multiplication to multiply a fraction by a whole number. (S) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com | |

| | | | www.problemattic.com |  |
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| | | | http://www.thatquiz.org |  |
| | | | 5th Grade Harcourt Textbook: pages 388-389; 396-397<br>5th Grade Harcourt Workbook: page 95 |  |
| a. 4.NF.B.4a. Understand a fraction *a/b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* | SPI 0606.2.1 Solve problems involving the multiplication and division of fractions. | I can use drawings, number lines, and other models to represent 6/5=6x(1/5) (S) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>5th Grade Harcourt Textbook: pages 386-387; 408-411<br>5th Grade Harcourt Workbook: pages 94; 102 |  |

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| b. 4.NF.B.4b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.* | SPI 0606.2.1 Solve problems involving the multiplication and division of fractions. | I can recognize that a fraction (1/b) multiplied by a whole number (n) is n/b. (K)<br><br>I can explain that multiplication of fractions by a whole number is the same as repeated addition. (3x1/4=1/4+1/4+1/4) (R)<br><br>I can form equivalent expressions by writing fractions as a multiple of a unit fraction. (P) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>5th Grade Harcourt Textbook: pages 386-387; 389; 407-411<br>5th Grade Harcourt Workbook: pages 94-95; 101-102 | |
| c. 4.NF.B.4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. | SPI 0606.2.1 Solve problems involving the multiplication and division of fractions.<br><br>SPI 0606.1.3 Use concrete, pictorial, and symbolic representation for integers. | I can apply the associative property of multiplication needed to solve a problem. (S)<br><br>I can solve word problems involving multiplication of a fraction by a whole number. (S) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard | |

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| *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?* | SPI 0306.1.4 Match the spoken, written, concrete, and pictorial representations of fractions with denominators up to ten.<br>SPI 0306.1.5 Represent problems mathematically using diagrams, numbers, and symbolic expressions. | | www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>5th Grade Harcourt Textbook: pages 386-387; 389; 407-411<br>5th Grade Harcourt Workbook: pages 94-95; 101-102 | |
| 4.NF.C.6. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram* | SPI 0406.2.7 Convert improper fractions into mixed numbers and/or decimals.<br><br>SPI 0606.2.5 Transform numbers from one form to another (fractions, decimals, percents, and mixed numbers). | I can demonstrate that decimals are special types of fraction that can be written with a denominator that is equal to ten or one hundred. (R)<br><br>I can recognize that decimals represent parts of a whole. (K)<br><br>I can demonstrate that decimals can be decomposed using expanding form. (R)<br><br>I can demonstrate that the number of digits to the right of the decimal point shows the number of zeros in the denominator. (R)<br><br>I can read and write decimals in word form. (P) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com | |

| | | I can write decimals using digits and the equivalent fractions. (P)<br><br>I can use models to represent decimals. (ex: 10x10 grid, base-10 blocks) (S)<br><br>I can place decimals on a number line using fractions as a guide. (S)<br><br>I can use place value charts to display decimals. (S) | www.problemattic.com<br><br>http://www.thatquiz.org<br><br><br>Envision Textbook: pages 274-279<br>Envision Workbook: pages 175-178 | |
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| 4.NF.C.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.[2] *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* [2] Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this | SPI 0406.2.5 Generate equivalent forms of common fractions and decimals and use them to compare size. | I can add fractions with denominators of ten and one hundred. (S)<br><br>I can model addition of fractions with base-10 denominators. (P)<br><br>I can illustrate that when fractions are added they must refer to same whole. (R)<br><br>I can explain why a common denominator must be used in order to divide fractions. (R) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 224- | |

| grade. | | | 229<br>Envision Workbook: pages 151-154<br>4th Grade Harcourt Textbook: pages 448-451<br>4th Grade Harcourt Workbook: pages 110<br>5th Grade Harcourt Textbook: pages 314-319<br>5th Grade Harcourt Workbook: pages 77-78 | |
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| 4.NF.C.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. | SPI 0406.2.6 Use the symbols < , > and = to compare common fractions and decimals in both increasing and decreasing order. | I can model division using manipulatives. (rectangular arrays, area models, etc.) (P)<br><br>I can formulate multiple algorithms to divide using multiple strategies. (P)<br><br>I can recognize that decimal values can only be compared when they refer to the same whole. (K)<br><br>I can identify that two decimal values can be written differently but still be equivalent. (K)<br><br>I can solve multiplication and division facts fluently. (S)<br><br>I can decompose numbers to divide. (P)<br><br>I can apply repeated subtraction and sharing as division strategies. (S)<br><br>I can solve equations involving division. (S) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 270-272 | |

| | | I can divide up 4-digit dividend and 1-digit divisors. (S) | Envision Workbook: pages 173-174<br>4th Grade Harcourt Textbook: pages 572-575<br>4th Grade Harcourt Workbook: pages 142<br>5th Grade Harcourt Textbook: pages 28-29<br>5th Grade Harcourt Workbook: page 8 | |
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| <mark>4th Nine Weeks</mark><br><br>4.G.A.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. | SPI 0406.4.1 Classify lines and line segments as parallel, perpendicular, or intersecting.<br><br>SPI 0406.4.4 Identify acute, obtuse, and right angles in 2-dimensional shapes. | I can identify points, lines, line segments, and rays on two dimensional planes. (K)<br><br>I can define points, lines, line segments, and rays. (K)<br><br>I can identify different types of lines. (perpendicular and parallel) (K)<br>I can identify angles. ( right, acute, and obtuse) (K)<br><br>I can use the manipulatives and pictures to create points, lines, line segments, rays, and angles. (S)<br>I can sketch and label angles. (right, acute, and obtuse) in two-dimensional figures/and different types of lines. (perpendicular and parallel) in two-dimensional figures. (S) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 196-199<br>Envision Workbook: pages 131- | |

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| 4.G.A.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. | SPI 0406.4.1 Classify lines and line segments as parallel, perpendicular, or intersecting.<br><br>SPI 0406.4.4 Identify acute, obtuse, and right angles in 2-dimensional shapes. | I can classify two-dimensional figures based on the presence or absence of parallel/perpendicular lines or angles of a specified size.<br>(R)<br>I can defend why right triangles fit into their own category.<br>(R)<br>I can justify how right triangles are different from other triangles.<br>(R)<br>I can identify and classify right triangles.<br>(K)<br>I can identify the presence of right angles separate from acute and obtuse angles.<br>(K)<br>I can identify the presence or absence of acute and obtuse angles.<br>(K)<br>I can identify the presence or absence of parallel and perpendicular lines.<br>(K)<br>I can construct models, manipulatives, and pictures of two dimensional figures to identify presence or absence of parallel and perpendicular lines and acute, obtuse, and right angles. (P) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 202-207<br>Envision Workbook: pages 137-142 | |

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| 4.G.A.3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. | SPI 0306.4.3 Identify the line of symmetry in a two-dimensional design or shape. | I can define symmetry and line of symmetry. (K)<br><br>I can demonstrate how to find symmetry and two-dimensional figures. (R)<br><br>I can create a line of symmetry. (P)<br><br>I can demonstrate that lines of symmetry create congruent figures. (P)<br><br>I can identify two-dimensional figures that have a line of symmetry. (K)<br><br>I can draw lines of symmetry and two-dimensional figures. (P)<br><br>I can use models and pictures to identify symmetrical figures and draw lines of symmetry. (P) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 456-457<br>Envision Workbook: pages 287-288 | |
| 4.MD.C.5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand | SPI 0406.4.4 Identify acute, obtuse, and right angles in 2-dimensional shapes. | See 4. MD.C.5a | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard | |

| | | | www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 198-199<br>Envision Workbook: pages 133-134 | |
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| concepts of angle measurement: | | | | |
| a. 4.MD.C.5a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be | SPI 0406.1.4 Compare objects with respect to a given geometric or physical attribute and select appropriate measurement instrument. | I can identify the three components of an angle. (2 rays sharing common endpoint) (K)<br><br>I can identify a circle as being comprised of 360 one-degree angles. (K)<br><br>I can interpret the relationship of angles to circles. (R)<br><br>I can distinguish the definition of degree as pertaining to a circle(R)<br><br>I can explain the definition and components of a circle. (R)<br><br>I can use manipulatives and pictures various | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com | |

| used to measure angles. | | types of angles. (S)<br><br>I can use models and manipulatives, pictures to show degree as a basic unit of a measurement of a circle. (S)<br><br>I can use models, manipulatives, and pictures to show the relationship between an angle and a circle. (S)<br><br>I can identify an angle measurement of (n) as being comprised of (n)* one-degree angle. (K) | www.problemattic.com<br><br>http://www.thatquiz.org<br><br>4<sup>th</sup> Grade Harcourt Textbook: pages 390-391<br>4<sup>th</sup> Grade Harcourt Workbook: pages 96<br>5<sup>th</sup> Grade Harcourt Textbook: pages 438-441<br>5<sup>th</sup> Grade Harcourt Workbook: pages 107 | |
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| b. 4.MD.C.5b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees. | SPI 0406.1.4 Compare objects with respect to a given geometric or physical attribute and select appropriate measurement instrument. | I can explain explain the definition of an angle. (R)<br><br>I can justify that degrees are one form of angle measurement. (R)<br><br>I can use models, manipulatives, and pictures to show how an angle is measured in (n) degrees. (S) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org | |

| | | | Envision Textbook: pages 200-201<br>Envision Workbook: pages 135-136 | |
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| 4.MD.C.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | SPI 0406.1.4 Compare objects with respect to a given geometric or physical attribute and select appropriate measurement instrument. | I can identify angles are measured in degrees. (K)<br><br>I can identify the benchmark angles. (K)<br><br>I can demonstrate how to use a protractor to measure angles. (R)<br><br>I can apply how comparing benchmark angles to other angles reasonable angle measurements. (S) | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com<br><br>http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>Envision Textbook: pages 200-201<br>Envision Workbook: pages 135-136 | |
| 4.MD.C.7. | | | | |

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| 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. | | I can measure a variety of angles in whole number degrees using a protractor. (S)<br><br>I can represent degrees with the following symbol ® (R)<br><br>I can draw a variety of angles with specified measures including benchmark angles. (P) | | |
| 4.MD.A.2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and | SPI 0406.4.7 Determine appropriate size of unit of measurement in problem situations involving length, capacity or weight.<br><br>SPI 0406.4.8 Convert measurements within a single system that are common in daily life (e.g., hours and minutes, inches and feet, centimeters and meters, | I can describe how to use the four operations to solve word problems using measurement units. (K)<br><br>I can identify how simple fractions and decimals relate to measurement. (K)<br><br>I can identify how measurement quantities fit into a number line. (K)<br><br>I can demonstrate how to apply simple fractions | Pearson Success Net Envision Math- online tests, quick check, math center activities, short film clips, instructional games.<br>Learning Farm<br>Quiz Show<br>Brain Pop<br>Orchard<br>www.k-5mathteachingresources.com | |

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| problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. | quarts and gallons, liters and milliliters. | and decimals to solve word problems using measurements and money. (R)<br><br>I can convert between larger and smaller units of measurement. (R)<br><br>I can explain how to use measurement diagrams. (R)<br><br>I can convert between of units of measurement within one system. (R)<br><br>I can organize correct placement of measurement on the number line. (S)<br><br>I can apply the four operations to solve word problems requiring measurements. (S)<br><br>I can use models, pictures, manipulatives, numbers lines, and diagrams to solve problems and measurement conversions. (S) | http://commoncoresheets.com<br><br>www.mathexpression.com<br><br>www.studyjams.com<br><br>www.problemattic.com<br><br>http://www.thatquiz.org<br><br>16-1, 16-3, 16-4, 16-5, 16-6, 16-7, 16-8, 16-9<br><br>Envision Textbook: pages 364-385<br>Envision Workbook: pages 225-242 | |
| 4.MD.A.1. Know | | I can identify the equivalent units of | | |

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| 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), …* | | measurement within one system. (3 ft = 1yd). (K) <br><br> I can recognize relative size within one system of units. (K) <br><br> I can identify the units of measurement within each system. (K) <br><br> I can identify the different measurement system (standard and metric). (K) <br><br> I can differentiate between standard and metric units of measurements. (R) <br><br> I can distinguish equivalent measurements in smaller and larger units within one system. (R) <br><br> I can use models, manipulatives, and pictures to compare relative sizes within one system and show equivalent measurements within one system. (R) <br><br> I can use models, manipulatives, and pictures to convert between units of measurements in one system. (S) <br><br> I can record measurement equivalents within one system in a two column table. (S) | | |