BENWAY SCHOOL

Math Curriculum

Grade 4

Benway School
Unit 1
Content Area: Mathematics
Unit Title: *Place Value and Operations with Whole Numbers*
Grade Level: 4
Unit Overview: In this unit, students will gain familiarity with factors and multiples, generate and analyze patterns, solve problems involving measurement and conversion of measurements, use the four operations with whole numbers to solve problems, and generalize place value understanding for multi-digit whole numbers.

Recommended Pacing: 8-10 weeks (September-November)	
Student Learning Objectives **Major Content** **Supporting Content** **Additional Content** (Identified by PARCC Model Content Frameworks).	**NJSLS**
For a whole number up to one million, explain that a digit in one place represents ten times what it would represent in the place to its right. (SMP 7)	4.NBT.1
Compare two multi-digit whole numbers (up to one million) using >, =, and < for numbers presented as base ten numerals, number names, and/or in expanded form. (SMP 7)	4.NBT.2
Round multi-digit whole numbers up to one million to any place. (SMP 7)	4.NBT.3
Write multiplication equations from word problems indicating multiplicative comparisons and describe multiplication equations as comparisons. (SMP 2, 4)	4.OA.1
Multiply and divide to solve word problems involving multiplicative comparisons and represent these problems with drawings and equations. (SMP 1, 4, 5)	4.OA.2
Find all factor pairs for a whole number up to 100 and determine whether it is a multiple of a given 1-digit whole number and whether it is prime or composite. (SMP 2, 7, 8)	4.OA.4
Generate a number or shape pattern that follows a rule and identify features of the pattern that are not explicit in the rule. (SMP 8)	4.OA.5
Express measurement in a larger unit in terms of a smaller unit and record equivalent measures in a two-column table. (SMP 5, 8)	4.MD.1
New Jersey Student Learning Standards **Major Content** **Supporting Content** **Additional Content** (Identified by PARCC Model Content Frameworks). ***Bold type indicates a benchmarked standard.***	**Progress Indicator**
Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	4.OA.1
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.2
Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	4.OA.4
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*	4.OA.5

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.	
Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).*	4.MD.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.* [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]	4.NBT.1
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. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]	4.NBT.2
Use place value understanding to round multi-digit whole numbers to any place. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]	4.NBT.3
Standards for Mathematical Practice	**Progress Indicator**
Make sense of problems and persevere in solving them.	**SMP 1**
Reason abstractly and quantitatively.	**SMP 2**
Model with mathematics.	**SMP 4**
Use appropriate tools strategically.	**SMP 5**
Look for and make use of structure.	**SMP 7**
Look for and express regularity in repeated reasoning.	**SMP 8**
New Jersey Student Learning Standards **Technology** ***(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)***	**Indicator**
Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.	**8.1.5.A.4**
Create and use a database to answer basic questions.	**8.1.5.A.5**
Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.	**8.1.5.A.6**
Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.	**8.2.5.C.4**
Follow step by step directions to assemble a product or solve a problem.	**8.2.5.D.3**

Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).	**8.2.5.E.4**
New Jersey Student Learning Standards **21st Century Life and Career Skills** ***(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)***	**Indicator**
Explain what a budget is and why it is important.	**9.1.4.B.3**
Determine the relationships among income, expenses, and interest.	**9.1.4.C.4**
Apply comparison shopping skills to purchasing decisions.	**9.1.4.E.2**
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	**9.2.4.A.4**
Career Ready Practices	**Indicator**
Act as a responsible and contributing citizen and employee.	**CRP1**
Apply appropriate academic and technical skills.	**CRP2**
Communicate clearly and effectively and with reason.	**CRP4**
Demonstrate creativity and innovation.	**CRP6**
Utilize critical thinking to make sense of problems and persevere in solving them.	**CRP8**
Use technology to enhance productivity.	**CRP11**
Work productively in teams while using cultural global competence.	**CRP12**
Key Vocabulary Words	
Denominator, divisor, remainder, equation	
Evidence of Learning	
Additional Suggested Assessments: ● Classroom discussion and participation ● Individual and group activities ● Formal and informal assessments ● Performance-based assessments ● Teacher observation and anecdotal notes ● Tests/quizzes ● Writing/reasoning prompts	
Learning Activities: ● Whole class and small group discussions ● Independent and group work	
Instructional Materials: ● GO Math! ● Laptops ● Smartboard ● Manipulatives	
Teacher Resources: ● Go Math o Correlation : · **Unit 1 Lessons:** 1.1, 1.2, 1.3, 1.4, 1.5	

- **Unit 2 Lessons:** 2.1, 2.2
- **Unit 5 Lessons:** All of Chapter 5
- **Unit 10 Lessons:** 10.7
- **Unit 12 Lessons:** 12.1, 12.2, 12.3, 12.4, 12.6, 12.7, 12.8, 12.11

- IXL
- Illustrative Mathematics
  - 4.OA.B Identifying Multiples
  - 4.OA.B Numbers in a Multiplication Table
  - 4.OA.C.5 Double Plus One
  - 4.MD.A.1 Who is the tallest?
  - 4.OA.A.2 Comparing Money Raised
  - 4.NBT.A.1 Thousands and Millions of Fourth Graders
  - 4.NBT.A.2 Ordering 4-digit numbers
  - 4.NBT.A.3 Rounding on the Number Line

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
  Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom:

- Pair visual prompts with verbal presentations

Students at Risk of School Failure

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice

- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea

- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
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- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
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Modifications for Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

Modifications for Assessments:

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

● Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning) ● Access to high interest texts at appropriate independent reading levels ● Begin using marking the text strategy to locate information in text ● Continue to develop written stories supported by teacher prompts (based on student need and interest) ● Continue to develop written stories based on information from texts **Modifications for Assessments:** ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments	● Establish procedures for accommodations/modifications for assessments

Benway School
Unit 2
Content Area: Mathematics
Unit Title: *Multi-digit Arithmetic & Fraction Equivalence*
Grade Level: 4
Unit Overview: In this unit, students will use place value understanding and properties of operations to perform multi-digit arithmetic, use the four operations with whole numbers to solve problems, solve problems involving measurement and conversion of measurements, extend understanding of fraction equivalence and ordering, and build fractions from unit fractions.
Recommended Pacing: 8-10 weeks (November-January)

Student Learning Objectives **Major Content** **Supporting Content** **Additional Content** (Identified by PARCC Model Content Frameworks).	**NJSLS**
Write and solve each equation (including any of the four operations) in order to solve multi-step word problems, using a letter to represent the unknown; interpret remainders in context and assess the reasonableness of answers using mental computation with estimation strategies. (SMP 1, 2, 4, 7)	4.OA.3
Fluently add and subtract multi-digit whole numbers using the standard algorithm. (SMP 7, 8)	4.NBT.4
Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers; represent and explain calculations using equations, rectangular arrays, and area models. (SMP 7)	4.NBT.5
Divide a whole number of up to four-digits by a one-digit divisor; represent and explain the calculation using equations, rectangular arrays, and area models. (SMP 7, 8)	4.NBT.6
Solve real world problems with whole numbers by finding the area and perimeter of rectangles using formulas. (SMP 2, 5)	4.MD.3
Recognize and generate equivalent fractions and explain why they are equivalent using visual fraction models. (SMP 1, 4, 5, 6, 7)	4.NF.1
Compare two fractions with different numerators or different denominators, recording comparison with >, =, or <, and justifying the conclusion using visual fraction models. (SMP 1, 4, 5, 6, 7)	4.NF.2
Decompose a fraction into a sum of fractions with the same denominator in more than one way and record the decomposition as an equation; justify the decomposition with a visual fraction model. (SMP 1, 2, 3, 4, 5, 6, 7)	4.NF.3a-b
New Jersey Student Learning Standards **Major Content** **Supporting Content** **Additional Content** (Identified by PARCC Model Content Frameworks). ***Bold type indicates a benchmarked standard.***	**Progress Indicator**
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	**4.OA.3**
Fluently add and subtract multi-digit whole numbers using the standard algorithm. *[Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]	**4.NBT.4**
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,	4.NBT.5

rectangular arrays, and/or area models. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]	
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. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]	4.NBT.6
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.*	4.MD.3
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. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]	4.NF.1
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. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]	4.NF.2
Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each 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.* [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]	4.NF.3
Standards for Mathematical Practice	**Progress Indicator**
Make sense of problems and persevere in solving them.	**SMP 1**
Reason abstractly and quantitatively.	**SMP 2**
Construct viable arguments and critique the reasoning of others.	**SMP 3**
Model with mathematics.	**SMP 4**
Use appropriate tools strategically.	**SMP 5**
Attend to precision.	**SMP 6**
Look for and make use of structure.	**SMP 7**
Look for and express regularity in repeated reasoning.	**SMP 8**

New Jersey Student Learning Standards **Technology** ***(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)***	**Indicator**
Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.	**8.1.5.A.4**
Create and use a database to answer basic questions.	**8.1.5.A.5**
Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.	**8.1.5.A.6**
Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.	**8.2.5.C.4**
Follow step by step directions to assemble a product or solve a problem.	**8.2.5.D.3**
Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).	**8.2.5.E.4**
New Jersey Student Learning Standards **21st Century Life and Career Skills** ***(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)***	**Indicator**
Explain what a budget is and why it is important.	**9.1.4.B.3**
Determine the relationships among income, expenses, and interest.	**9.1.4.C.4**
Apply comparison shopping skills to purchasing decisions.	**9.1.4.E.2**
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	**9.2.4.A.4**
Career Ready Practices	**Indicator**
Act as a responsible and contributing citizen and employee.	**CRP1**
Apply appropriate academic and technical skills.	**CRP2**
Communicate clearly and effectively and with reason.	**CRP4**
Demonstrate creativity and innovation.	**CRP6**
Utilize critical thinking to make sense of problems and persevere in solving them.	**CRP8**
Use technology to enhance productivity.	**CRP11**
Work productively in teams while using cultural global competence.	**CRP12**
Key Vocabulary Words	
Divisor, numerator	
Evidence of Learning	
Additional Suggested Assessments: ● Classroom discussion and participation ● Individual and group activities ● Formal and informal assessments ● Performance-based assessments ● Teacher observation and anecdotal notes ● Tests/quizzes ● Writing/reasoning prompts	

Learning Activities:

- Whole class and small group discussions
- Independent and group work

Instructional Materials:

- GO Math!
- Laptops
- Smartboard
- Manipulatives

Teacher Resources:

- Go Math
  - Correlation :
    - **Unit 1 Lessons:** 1.6, 1.7, 1.8
    - **Unit 2 Lessons:** 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12
    - **Unit 3 Lessons:** All of Chapter 3
    - **Unit 4 Lessons:** 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12
    - **Unit 6 Lessons:** All of Chapter 6
    - **Unit 7 Lessons:** 7.1, 7.2, 7.6
    - **Unit 13 Lessons:** All of Chapter 13
- IXL
- Illustrative Mathematics:
  - 4.NBT.B To regroup or not to regroup
  - 4.NBT.B.6 mental Division Strategy
  - 4.OA.A.3, 4.MD.A.3 Karl's Garden
  - 4.NF.A.1 Explaining Fraction Equivalence with Pictures
  - 4.NF.A.1 Fractions and Rectangles
  - 4.NF.A.2 Comparing Fractions Using Benchmarks Game
  - 4.NF.A.2 Doubling Numerators and Denominators
  - 4.NF.B.3a Comparing Sums of Unit Fractions
  - 4.NF.B.3b making 22 Seventeenths in Different Ways

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

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(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
  Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

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Exploration of art and/or artists to understand society and history
Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
Anchor activities
Use of higher-level questioning techniques
Provide assessments at a higher-level of thinking

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<u>Students with Disabilities</u>
(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)
Modifications for Classroom:

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments
Repetition and practice
Model skills/techniques to be mastered
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments
Establish expectations for correct spelling on assignments
Extra textbooks for home
Student may request books on tape/CD/digital media, as available and appropriate
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Homework and Assignments:

Extended time to complete assignments

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<u>Students at Risk of School Failure</u>
Modifications for Classroom:

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments
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Modifications for Homework and Assignments:

Extended time to complete assignments
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

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● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Gradually remove finger from text tracking ● Reading aloud to continue developing phrasing and fluency ● Skip difficult words in continuous texts to retain comprehension of main idea ● Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning) ● Access to high interest texts at appropriate independent reading levels ● Begin using marking the text strategy to locate information in text ● Continue to develop written stories supported by teacher prompts (based on student need and interest) ● Continue to develop written stories based on information from texts **Modifications for Assessments:** ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments	● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication **Modifications for Assessments:** ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments

Benway School	
Unit 3	
Content Area: Mathematics	
Unit Title: *Building Fractions and Decimal Notation*	
Grade Level: 4	
Unit Overview: In this unit, students will build fractions from unit fractions, represent and interpret data, understand decimal notation for fractions and compare decimal fractions, solve problems involving measurement and conversion of measurements, and use place value understanding and properties of operations to add and subtract.	
Recommended Pacing: 8-10 weeks (February-April)	
Student Learning Objectives **Major Content** **Supporting Content** **Additional Content** (Identified by PARCC Model Content Frameworks).	**NJSLS**
Add and subtract mixed numbers with like denominators by replacing each mixed number with an equivalent fraction or improper fraction. (SMP 1, 2, 3, 4, 5, 6, 7)	4.NF.3c,d
Solve word problems involving addition and subtraction of fractions having like denominators using visual fraction models and equations to represent the problem. (SMP 1, 2, 3, 4, 5, 6, 7)	4.NF.3c,d
Multiply a fraction by a whole number using visual fraction models and equations, demonstrating a fraction **a/b** as a multiple of 1/**b**. (SMP 1, 4, 5, 7)	4.NF.4a 4.NF.4b 4.NF.4c
Multiply a fraction by a whole number, using a visual fraction model and equations to demonstrate that a multiple of *a/b* is the product of 1/*b* and a whole number. (SMP 1, 4, 5, 7)	4.NF.4a 4.NF.4b 4.NF.4c
Solve 1-step word problems involving multiplication of a fraction by a whole number, using visual fraction models and equations to represent the problem. (SMP 1, 4, 5, 7)	4.NF.4a 4.NF.4b 4.NF.4c
Add two fractions with respective denominators of 10 and 100 by writing each fraction with denominator 100. (SMP 7)	4.NF.5
Given decimal notation, write fractions having denominators of 10 or 100. (SMP 7)	4.NF.6
Compare two decimals to hundredths by reasoning about their size, demonstrating 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. (SMP 5, 7)	4.NF.7
Solve word problems involving simple fractions or decimals that incorporate measurement comparisons of like units (including problems that require measurements given in a larger unit in terms of a smaller unit). (SMP 4, 5)	4.MD.2
Make a line plot to display a data set in measurements in fractions of a unit (1/2, 1/4, 1/8) and use it to solve problems involving addition and subtraction of fractions with like denominators. (SMP 4, 5)	4.MD.4

Fluently add and subtract multi-digit whole numbers using the standard algorithm. (SMP 7)	4.NBT.4
New Jersey Student Learning Standards **Major Content** **Supporting Content** **Additional Content** (Identified by PARCC Model Content Frameworks). ***Bold type indicates a benchmarked standard.***	**Progress Indicator**
Fluently add and subtract multi-digit whole numbers using the standard algorithm. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]	**4.NBT.4**
Understand a fraction a/b with a > 1 as a sum of fractions 1/b. **c.** Add and subtract mixed numbers with like denominators, *e.g.*, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. **d.** Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, *e.g.*, by using visual fraction models and equations to represent the problem. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]	4.NF.3c 4.NF.3d
Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. **a.** Understand a fraction **a/b** as a multiple of **1/b**. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).* **b.** Understand a multiple of **a/b** as a multiple of **1/b**, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. In general, **n × (a/b) = (n × a)/b**.* **c.** Solve word problems involving multiplication of a fraction by a whole number, **e.g.**, by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?* [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]	4.NF.4a 4.NF.4b 4.NF.4c
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. *example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]	4.NF.5
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.* [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]	4.NF.6

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. [Grade 4 expectations in this domain are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12 and 100.]	4.NF.7
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	4.MD.2
Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	4.MD.4
Standards for Mathematical Practice	**Progress Indicator**
Make sense of problems and persevere in solving them.	**SMP 1**
Reason abstractly and quantitatively.	**SMP 2**
Construct viable arguments and critique the reasoning of others.	**SMP 3**
Model with mathematics.	**SMP 4**
Use appropriate tools strategically.	**SMP 5**
Attend to precision.	**SMP 6**
Look for and make use of structure.	**SMP 7**
New Jersey Student Learning Standards **Technology** ***(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)***	**Indicator**
Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.	**8.1.5.A.4**
Create and use a database to answer basic questions.	**8.1.5.A.5**
Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.	**8.1.5.A.6**
Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.	**8.2.5.C.4**
Follow step by step directions to assemble a product or solve a problem.	**8.2.5.D.3**
Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).	**8.2.5.E.4**
New Jersey Student Learning Standards **21st Century Life and Career Skills** ***(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)***	**Indicator**
Explain what a budget is and why it is important.	**9.1.4.B.3**

Determine the relationships among income, expenses, and interest.	**9.1.4.C.4**
Apply comparison shopping skills to purchasing decisions.	**9.1.4.E.2**
Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	**9.2.4.A.4**
Career Ready Practices	**Indicator**
Act as a responsible and contributing citizen and employee.	**CRP1**
Apply appropriate academic and technical skills.	**CRP2**
Communicate clearly and effectively and with reason.	**CRP4**
Demonstrate creativity and innovation.	**CRP6**
Utilize critical thinking to make sense of problems and persevere in solving them.	**CRP8**
Use technology to enhance productivity.	**CRP11**
Work productively in teams while using cultural global competence.	**CRP12**

Key Vocabulary Words

Decimals, improper fraction, mixed numbers

Evidence of Learning

Additional Suggested Assessments:

- Classroom discussion and participation
- Individual and group activities
- Formal and informal assessments
- Performance-based assessments
- Teacher observation and anecdotal notes
- Tests/quizzes
- Writing/reasoning prompts

Learning Activities:

- Whole class and small group discussions
- Independent and group work

Instructional Materials:

- GO Math!
- Laptops
- Smartboard
- Manipulatives

Teacher Resources:

- Go Math
    - Correlation :
        - **Unit 1 Lessons:** 1.6, 1.7, 1.8
        - **Unit 3 Lessons:** 3.7
        - **Unit 4 Lessons:** 4.3
        - **Unit 7 Lessons:** 7.3, 7.4, 7.5, 7.7, 7.8, 7.9, 7.10
        - **Unit 8 Lessons:** All of Chapter 8
        - **Unit 9 Lessons:** All of Chapter 9
        - **Unit 12 Lessons:** 12.9, 12.10, 12.5
- IXL
- Illustrative Mathematics

- 4.NF.B.3c Cynthia's Perfect Punch
- 4.NF.B.3c Peaches
- 4.MD.B.4 Button Diameters
- 4.NF.B.4 Extending Multiplication From Whole Numbers to Fractions
- 4.NF.B.4c Sugar in six cans of soda
- 4.NF.C.5 Adding Tenths and Hundredths
- 4.NF.C.6 Dimes and Pennies
- 4.NF.C.6 Expanded Fractions and Decimals
- 4.NF.C.7 Using Place Value
- 4.MD.A.2 Margie Buys Apples

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
  Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

English Language Learners

Modifications:

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

Students with Disabilities

(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)

Modifications for Classroom:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes

Students at Risk of School Failure

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- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

Homework and Assignments:

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Gradually remove finger from text tracking
- Reading aloud to continue developing phrasing and fluency
- Skip difficult words in continuous texts to retain comprehension of main idea
- Access to a variety of literary genres, such as fiction, nonfiction with appropriate font size, pictures (meaning)
- Access to high interest texts at appropriate independent reading levels
- Begin using marking the text strategy to locate information in text

- Student may request to use a computer to complete assignments
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- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

● Continue to develop written stories supported by teacher prompts (based on student need and interest) ● Continue to develop written stories based on information from texts **Modifications for Assessments:** ● Extended time on classroom tests and quizzes ● Student may take/complete tests in an alternate setting as needed ● Restate, reread, and clarify directions/questions ● Distribute study guide for classroom tests ● Establish procedures for accommodations/modifications for assessments	

Benway School	
Unit 4	
Content Area: Mathematics	
Unit Title: *Geometry and Measurement*	
Grade Level: 4	
Unit Overview: In this unit, students will draw and identify lines and angles, classify shapes by properties of their lines and angles, measure angles, use the four operations with whole numbers to solve problems, and use place value understanding and properties of operations to perform multi-digit arithmetic.	
Recommended Pacing: 8-10 weeks (April-June)	
Student Learning Objectives **Major Content** **Supporting Content** **Additional Content** (Identified by PARCC Model Content Frameworks).	**NJSLS**
Explain angles as geometric shapes formed by two rays sharing a common endpoint and explain the relationship between a one-degree angle, a circle, and angle measure. (SMP 2)	4.MD.5
Fluently add and subtract multi-digit whole numbers using the standard algorithm. (SMP 7)	4.NBT.4
Write and solve each equation (including any of the four operations) in order to solve multi-step word problems, using a letter to represent the unknown; interpret remainders in context and assess the reasonableness of answers using mental computation with estimation strategies. (SMP 1, 2, 4, 7)	4.OA.3
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures. (SMP 5, 7)	4.G.1
Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a particular size; recognize right angles as a category, and identify right, acute, obtuse, equilateral, isosceles, and scalene triangles. (SMP 5, 7)	4.G.2
Measure angles in whole number degrees using a protractor and sketch angles of specific measures. (SMP 2, 5)	4.MD.6
Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems using a symbol for an unknown angle measure. (SMP 1, 7)	4.MD.7
Draw lines of symmetry and identify line-symmetric figures. (SMP 5, 7)	4.G.3
New Jersey Student Learning Standards **Major Content** **Supporting Content** **Additional Content** (Identified by PARCC Model Content Frameworks). ***Bold type indicates a benchmarked standard.***	**Progress Indicator**
Fluently add and subtract multi-digit whole numbers using the standard algorithm. [Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.]	**4.NBT.4**
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which	**4.OA.3**

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.	
Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement. a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through ***n*** one-degree angles is said to have an angle measure of ***n*** degrees.	4.MD.5 4.MD.5a 4.MD.5b
Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	4.MD.6
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.	4.MD.7
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	4.G.1
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Standards for Mathematical Practice	**Progress Indicator**
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Model with mathematics.	**SMP 4**
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Key Vocabulary Words	
Acute, angle, degrees, equilateral/isosceles/ scalene triangle, line, line segment, obtuse, perpendicular, parallel, protractor, ray, right angle, symmetry	
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- **Unit 10 Lessons:** 10.1, 10.2, 10.3, 10.4, 10.5, 10.6
- **Unit 11 Lessons:** 11.3, 11.4, 11.5

- IXL
- Illustrative Mathematics
  - 4.G.A.1 The Geometry of Letters
  - 4.G.A.1 What's the Point?
  - 4.G.A.2 Are these right?
  - 4.G.A.2 Defining Attributes of Rectangles and Parallelograms
  - 4.G.A.3 Finding Lines of Symmetry
  - 4.G.A.3 Lines of symmetry for triangles
  - 4.MD.C.6, 4.MD.C.7, 4.G.A.1 Measuring Angles
  - 4.MD.C.7, 4.G.A.2 Finding an unknown angle
  - 4.OA.A.3 Carnival Tickets

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