4TH Grade Instructional Guide

Grade Level <u>Fourth Grade</u>   **Subject** <u>Math</u>   **School System**   <u>Pickens County</u>
School Year <u>2011-2012</u>

Time Period (Pacing – when)	State Assessment Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
		4.1.a. Demonstrate concepts of number sense by comparing whole numbers to 999,999. *4.1.b.* Demonstrate concepts of number sense by ordering whole numbers to 999,999.	*SAXON:* Investigation 1 Lesson 31, Lesson 32 *McGraw Hill*: Lesson 1.5 pg. 10-12, Lesson 2.2 pg. 24-25 *Vmath*: Module 1 Teacher developed material		
		4.1.B.1. Writing a whole number in expanded notation through hundred thousands place. *4.1.B.3.a.* Determining the place value of a digit in a whole number through the hundred thousands place	*Vmath*: Module 1 Teacher developed material *4.1.B.1.* *SAXON:* Lesson 16 *McGraw Hill:* Lesson 1.2 pg. 4-5 *4.1.B.3.a.* *SAXON*: Lesson 4 *McGraw Hill:* Lesson 1.2 pg. 4-5, Lesson 1.3 pg. 6-7 Place Value Flip Chart Place Value Graphic Organizer		
		4.5.a. Round whole numbers to the nearest ten, hundred, or	*SAXON:* Lessons 20, 54, 86, 93		

		thousand.	*McGraw Hill:* Lesson 2.3 *Vmath*: Module 1		
		4.6.a. Solve problems involving addition of four-digit numbers without regrouping. *4.6.b.* Solve problems involving addition of four-digit numbers with regrouping. *4.6.c.* Solve word problems involving addition of four-digit numbers without regrouping. *4.6.d.* Solve word problems involving addition of four-digit numbers with regrouping. *4.6.B.1.a.* Estimating sums using various strategies, including rounding and compatible numbers, to judge the reasonableness of an answer. *4.7.B.2.* Identifying information needed to determine an operation to solve a problem	*Vmath:* Module 2 4.6.a. *SAXON:* Lessons 9, 30, 51, 52 *McGraw Hill:* Lesson 3.1 pg 46-47, Lesson 4.7 pg 82-83 4.6.b. *SAXON:* Lessons 1, 8, 13, 14, 15 *McGraw Hill*: Lesson 3.4 pg 54-57, Lesson 3.5 pg 58-59, Lesson 4.7 pg 82-83 4.6.c. *SAXON*: Lessons 9, 30, 51, 52 *McGraw Hill:* Lesson 4.4, Lesson 4.7 4.6.d. *SAXON:* Lessons 1, 8, 13, 14, 15 *McGraw Hill:* Lesson 4.4, Lesson 4.7 4.6.B.1.a. *AMSTI:* Landmarks in the thousands, Investigation sessions 3-5 *McGraw Hill*: Lesson 3.6, Lesson 3.7		
		4.10.a. Complete addition number sentences with a missing addend. *4.10.b.* Complete subtraction	*SAXON:* Lessons 11, 12 *McGraw Hill:* Lesson 4.1		

		number sentences with a missing subtrahend.			
		4.10.B.2.a. Identifying a rule when given a pattern involving addition. *4.10.B.2.b.* Identifying a rule when given a pattern involving subtraction.	*SAXON:* Lesson 3 Teacher developed resources		
		4.10.B.1. Applying commutative, associative, and identity properties of addition to solve problems.	*SAXON:* Lesson 1 *McGraw Hill:* Lesson 3.2, Lesson 3.4		
		4.6.e. Solve problems involving subtraction of four-digit numbers without regrouping. *4.6.f.* Solve problems involving subtraction of four-digit numbers with regrouping. *4.6.g.* Solve word problems involving subtraction of four-digit numbers without regrouping. *4.6.h.* Solve word problems involving subtraction of four-digit numbers with regrouping. *4.6.B.1.b.* Estimating differences using various strategies, including rounding and compatible numbers, to judge the reasonableness of an answer *4.7.B.2.* Identifying information needed to determine an operation to solve a problem	Vmath: Module 2 *4.6.e.* *SAXON*: Lessons 9, 30, 51, 52 *McGraw Hill:* Lesson 4.3, Lesson 4.4, Lesson 4.5, Lesson 4.7 4.6.f. *SAXON*: Lessons 1, 8, 13, 14, 15 *McGraw Hill:* Lesson 4.3, Lesson 4.4, Lesson 4.5, Lesson 4.7 *4.6.g.* *SAXON:* Lessons 9, 30, 51, 52 *McGraw Hill:* Lesson 4.4, Lesson 4.7 4.6.h. *SAXON:* Lessons 1, 8, 13, 14, 15 *McGraw Hill:* Lesson 4.4, Lesson 4.7 *4.6.B.1.b.*		

			AMSTI: Landmarks in the thousands, Investigations Sessions 3-5 *McGraw Hill*: Lesson 4.6		
		4.7.a. Solve problems involving multiplication of whole numbers through two-digit multipliers. *4.7.B.1.a.* Estimating products of whole numbers using various strategies, including rounding and compatible numbers. *4.7.B.3.a.* Demonstrating computational fluency in multiplication facts with products through 144 using horizontal and vertical forms. *4.7.B.7.* Recognizing that some integers can be expressed as a product of factors in more than one way	*Vmath*: Module 3 *4.7.a.* *SAXON:* Lessons 44, 48 *AMSTI:* Arrays and Shares: 1,2,3; Landmarks in the thousands, Investigation 1,2,3; Packages and groups Investigation 1,2,3 *McGraw Hill:* Lesson 7.1, Lesson 7.2, Lesson 9.2, Lesson 9.3, Lesson 10.1, Lesson 11.1, Lesson 11.3, Lesson 11.4, Lesson 12.2 *4.7.B.1.a.* *SAXON*: Lesson 93, 94 *McGraw Hill:* Lesson 9.4 *4.7.B.3.a* *SAXON:* Lessons 28, 46 *AMSTI:* Arrays and Shares *McGraw Hill:* Lesson 7.1, Lesson 7.2, Lesson 7.3, Lesson 7.4, Lesson 7.7		
		4.7.b. Solve word problems involving multiplication of whole numbers through two-digit multipliers. *4.7.B.2* Identifying information	*Vmath:* Module 3 *4.7.b.* *SAXON:* Lessons 44, 48, 53, 64, 65 *AMSTI:* Arrays and Shares:		

		needed to determine an operation to solve a problem _4.9.a._ Write number sentences for word problems that involve multiplication.	1,2,3; Landmarks in the thousands, Investigation 1,2,3; Packages and groups Investigation 1,2,3 _McGraw Hill:_ Lesson 7.1, Lesson 7.2, Lesson 7.5, Lesson 9.2, Lesson 9.3, Lesson 10.1, Lesson 11.1, Lesson 11.3, Lesson 11.4, Lesson 12.2 _4.7.B.2_ _SAXON:_ Lesson 72 _AMSTI:_ Packages and Groups, Investigation 2 and 3 _4.9.a._ _SAXON_: Lessons 49 _McGraw Hill_: Lesson 7.2		
		_4.7.B.5._ Identifying prime and composite numbers through 50 _4.7.B.6._ Listing all factors of natural numbers through 50 _4.7.B.8._ Using mental computation strategies to solve multiplication problems with factors that are multiples of 10 _4.9.B.2.a._ Identifying a rule when given a pattern involving multiplication	_4.7.B.5._ _McGraw Hill:_ Lesson 7.7 _4.7.B.6._ _McGraw Hill:_ Lesson 7.1 _4.7.B.8._ _SAXON_: Lesson 67 _McGraw Hill:_ Lesson 10.2, Lesson 11.2, Lesson 12.4 _4.9.B.2.a._ _SAXON:_ Investigation 3		
		_4.9.B.1_ Applying commutative, associative, and identity properties of multiplication to solve problems.	_SAXON:_ Lesson 28 _McGraw Hill:_ Lesson 9.1		
		_4.7.c._ Solve problems involving division of whole numbers through	_4.7.c._ _SAXON:_ Lessons 44		

		one-digit divisors. _4.7.B.1.b._ Estimating quotients of whole number using various strategies including rounding and compatible numbers. _4.7.B.3.b._ Demonstrating computational fluency in division facts with quotients through 144 using horizontal and vertical forms. _4.7.B.4_ Applying divisibility rules for 3,4,6, and 9 _4.7.B.9._ Using mental computation strategies to solve division problems with dividends and divisors that are multiples of 10. _4.9.B.2.b._ Identifying a rule when given a pattern involving division	_AMSTI:_ Arrays and Shares _McGraw Hill:_ Lesson 13.1, Lesson 13.3, Lesson 13.4, Lesson 13.6 _Vmath:_ Module 4 _4.7.B.1.b._ _SAXON_: Lessons 93, 94, 95, 105 _AMSTI:_ Packages and Groups _McGraw Hill:_ Lesson 13.2 _Vmath:_ Module 4 _4.7.B.3.b._ _SAXON:_ Lessons 28, 29, 32, 46, 47 _AMSTI:_ Arrays and Shares _McGraw Hill:_ Lesson 8.2, Lesson 8.3 _Vmath:_ Module 4 _4.7.B.4._ _McGraw Hill:_ page 332 _4.7.B.9._ _SAXON:_ Lesson 110 _McGraw Hill:_ Lesson 13.1, Lesson 15.1, Lesson 15.2, Lesson 15.3, Lesson 15.4, Lesson 15.5		
		_4.7.d._ Solve word problems involving division of whole numbers through one-digit divisors. _4.7.B.2_ Identifying information needed to determine an operation to	_4.7.d._ _SAXON:_ Lessons 53, 64, 65, 94, 95, 105 _McGraw Hill:_ Lesson 13.1		

		solve a problem _4.9.b._ Write number sentences for word problems that involve division.	_Vmath:_ Module 4 _4.7.B.2._ _SAXON:_ Lesson 72 _AMSTI:_ Packages and groups, Investigation 2 and 3 _McGraw Hill:_ pg 550, 551, 630, 631 _4.9.b._ _SAXON:_ Lesson 49 _McGraw Hill:_ Lesson 13.1		
		_4.1.c._ Demonstrate concepts of number sense by comparing decimals through hundredths. _4.1.d._ Demonstrate concepts of number sense by ordering decimals through hundredths.	_Vmath:_ Module 5 _4.1.c._ _SAXON:_ Lesson 91, Investigation 4A and 4B _McGraw Hill:_ Lesson 26.2 _4.1.d._ _SAXON:_ Lesson 91, Investigation 4A and 4B _McGraw Hill:_ Lesson 26.2		
		_4.1.B.3.b._ Determining the place value of a digit in a decimal through the hundredths place _4.1.B.2._ Writing a number in expanded notation through the hundredths place.	_4.1.B.3.b._ _SAXON:_ Investigation 1,2,3,4 _AMSTI:_ Landmarks in the thousands _McGraw Hill:_ Lesson 25.1 _Vmath_: Module 5		
		_4.5.b._ Round decimals to the nearest tenth.	_SAXON:_ Investigation 1 _McGraw Hill_: Lesson 26.4 _Vmath:_ Module 5		
		_4.8.a._ Recognize equivalent forms of fractions and decimals.	_SAXON:_ Lesson 103		
		_4.6.B.2.a._ Using addition to solve	_4.6.B.2.a_		

		problems with decimals to the hundredths place _4.6.B.3.a._ Using addition to calculate the balance of an account. Example: checking, savings, or credit card account; classroom store account _4.7.B.2_ Identifying information needed to determine an operation to solve a problem	_SAXON:_ Lessons 13, 15, 22, 43, 50 _McGraw Hill:_ Lesson 27.1, Lesson 27.2 _4.7.B.2._ _SAXON:_ Lesson 72 _AMSTI_: Packages and Groups, Investigation 2 and 3 _McGraw Hill:_ pg 550-551, 630-631		