

**Falmouth Public Schools
Plummer Motz**

Content Area: Math

Grade Level: 4th

WHAT IS IT WE WANT ALL STUDENTS TO KNOW OR BE ABLE TO DO?	WHAT INSTRUCTIONAL STRATEGIES* AND RESOURCES WILL TEACHERS USE?
NUMBER	
Read, write, compare, order, and identify the place value of numerals to 100,000	Everyday Math (EDM) unit 2
Round numbers to the nearest 100 or 1,000	EDM unit 5; further practice, if needed, using attached supplementary materials
Determine whether a single-digit number is a factor of a given number, whether a number is a multiple of a given single-digit number, and list the first 10 multiples of a single-digit number	EDM lesson 3.2, but vocabulary (factor and multiple) must be emphasized and reviewed. MEA released items, supplementary materials, and Investigations' <i>Arrays and Shares</i> (all attached) are also resources.
Multiply 3 digits times 2 digits	EDM unit 5; facts practice through EDM unit 3, Otter Creek, Fischer, That Quiz
Divide 4-digit numbers by numbers up to 10, remainders may be present	EDM unit 6
Add and subtract fractions with like denominators, use repeated addition to multiply fractions, list equivalent fractions, and represent fractions greater than one as mixed numbers.	EDM unit 7; Investigations' <i>Different Shapes, Equal Pieces</i> is also a resource (attached)
Compare, order, read, round, and interpret decimals with up to two decimal places	EDM unit 4
Add and subtract decimals up to two decimal places	EDM unit 4
Multiply and divide decimals by a 1-digit number.	EDM unit 9 only introduced but adequate
Connect decimals and fractions for 1/10, 1/4, and 1/2	EDM unit 9
DATA	
Students use measurement of time, capacity and temperature	Time: note time daily at top of EDM journal pages; Capacity: EDM lesson 11.7 and MEA released items; Temperature: practice with attached MEA released items.
Collect and represent data as well as read and interpret data in tables, line plots, and bar graphs	EDM unit 2; further practice reading and generating graphs with attached MEA released items and supplementary materials
GEOMETRY	
Identify parallel and perpendicular lines, identify and draw rectangle, square, parallelogram, rhombus, and trapezoid	EDM unit 1
Identify and draw isosceles and equilateral triangles, and acute, obtuse, and right angles	EDM unit 1
Calculate the area of squares and other rectangles in standard and non-standard units	EDM unit 8
Estimate the relative sizes of sq meter, cm, inch and foot	EDM unit 8
Recognize whether a line is a line of symmetry	Learned in 3rd, review with attached MEA released items
Recognize congruent figures	Attached MEA released items
ALGEBRA	
Create and solve algebraic expressions with up to two variables	Attached MEA released items
Find the unknown in simple equations	EDM Unit 3
Use tables, rules, diagrams, and patterns to represent the relationship between quantities and to extend sequences	What's My Rule, Frames and Arrows (throughout EDM), and attached MEA released items

* Within each lesson, Everyday Math delineates very specific strategies to use when teaching a concept. For example, students are asked to fill in parts of number grids to strengthen place value skills, use data about classmates to practice applying statistical landmarks, play games to solidify addition and subtraction facts, and use base-ten blocks to demonstrate trading and borrowing.

In addition, teachers will use strategies for reading informational texts, as outlined on the 4th Grade Reading Template:

--Identify organizational text features and structures (such as the glossary, table of contents, and index) in the Student Reference Book

--Guide students to identify key vocabulary and follow multi-step written instructions in longer word problems.

WHAT EVIDENCE WILL BE USED TO MEASURE STUDENT GROWTH?	HOW WILL TEACHERS DIFFERENTIATE INSTRUCTION BASED ON STUDENT NEED?
<p>Assessments based on EDM unit assessments, with some editing to reflect what the 4th grade team has decided will be considered secure.</p> <p>Math Boxes in EDM Preteaching stars in EDM EDM journal work EDM Study Links</p> <p>Entry and exit slips Whiteboard work Oral assessment Teacher observation Games</p> <p>Level IIs: Computation, to be completed by May Multiplication Facts, to be completed by May</p> <p>NWEA MEA</p>	<p>“Readiness” (reteaching) activities provided in each EDM lesson</p> <p>Use of manipulatives to address concepts in more concrete manner</p> <p>Peer coaching, one-on-one with PTA or teacher</p> <p>Review of math boxes or other journal pages on overhead while students correct themselves</p> <p>Resource room modifications</p> <p>Use of “Enrichment” activities provided in each EDM lesson</p> <p>Consultation with GT specialist Extensions with GT specialist Independent work contracts for students who demonstrate knowledge of unit material on pretest</p> <p>Math Lab: Mind Benders, Try-It Tiles, Perplexors Star Math Challenge Packets: compilations of activities from a variety of challenge activity books</p> <p>Individualized plans for practice of basic facts</p>

PACING SCHEDULE
<p>Teachers are expected to teach units one through nine as well as lesson 11.7 in the course of the school year. Accordingly, units one through three are to be completed by the first week in December, units four through six by mid-March, and units seven through nine and lesson 11.7 by mid-June. The first half of unit three, largely a review of the multiplication table and facts, can be taught in a cursory manner. MEA released items referred to in the instructional resources section are to be taught throughout the year, giving students multiple exposure over time to the concepts. If a teacher is having difficulty covering all required units, as a last recourse she is asked to skip World Tour lessons.</p>