

Curriculum Map
Elementary Mathematics
Grade Four
Saugus Public Schools

Week 1

Massachusetts Performance Standards

The students will:

- 4.N.1** Exhibit an understanding of the base ten number system by reading, modeling, writing, and interpreting whole numbers to at least 100,000; demonstrating an understanding of the values of the digits; and comparing and ordering the numbers.
- 4.N.2** Represent, order, and compare large numbers (to at least 100,000) using various forms, including expanded notation, e.g., $853 = 8 \times 100 + 5 \times 10 + 3$.
- 4.N.6** Exhibit an understanding of the base ten number system by reading, naming, and writing decimals between 0 and 1 up to the hundredths.
- 4.N.16** Round whole numbers through 100,000 to the nearest 10, 100, 1000, 10,000, and 100,000.

TOPIC ONE: Numeration

1. Place Value to Millions (1-1 and 1-2)
2. Comparing and Ordering Whole Numbers (1-3)
3. Rounding Whole Numbers (1-4)
4. Using Money to Understand Decimals (1-5 and 1-6)
5. Make an Organized List (1-7)

Objectives (Students will...)

1. **Represent** numbers with place value blocks and number lines.
2. **Write** numbers in standard, expanded, and word form.
3. **Represent** numbers in the millions using a place-value chart.
4. **Write** numbers in the expanded form, using periods to write numbers in word form.
5. **Apply** knowledge of place value to compare and order numbers.
6. **Show** how to use place value to round whole numbers.
7. **Use** place-value charts to read, write, and compare decimals in tenths and hundredths using money.
8. **Convert** a collection of coins and bills into a total amount and make change.
9. **Find and record** all possible outcomes for a situation systematically.

Essential Question

How can place value be used to write, compare, order, and round numbers?

Teacher Resources

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all the concepts involving **Numeration**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 2

Massachusetts Performance Standards

The students will:

- 4.N.9** Select, use, and explain the commutative, associative, and identity properties of operations on whole numbers in problem situations, e.g., $37 \times 46 = 46 \times 37$, $(5 \times 7) \times 2 = 5 \times (7 \times 2)$.
- 4.N.10** Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.
- 4.N.12** Add and subtract (up to five-digit numbers) and multiply (up to three digits by two digits) accurately and efficiently.
- 4.N.14** Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition and subtraction (up to five-digit numbers), and multiplication (up to three digits by two digits).
- 4.P.1** Create, describe, extend, and explain symbolic (geometric) and numeric patterns, including multiplication patterns like 3, 30, 300, 3000,
- 4.P.4** Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC TWO: Adding and Subtracting Whole Numbers

1. Estimating Sums and Differences of Whole Numbers (2-2)
2. Missing or Extra Information (2-3)
3. Adding and Subtracting Whole Numbers (2-4) and (2-5)
4. Subtracting Across Zeros (2-6)
5. Draw a Picture and Write an Equation (2-7)

Objectives (Students will...)

1. **Round** whole numbers to estimate sums and differences.
2. **Identify** what information in a problem is not needed or not present.
3. **Add** numbers to hundred thousands with and without regrouping.
4. **Subtract** numbers to thousands with and without regrouping.
5. **Subtract** numbers with zeros to thousands.
6. **Use** a picture or diagram to translate an everyday situation into a number sentence or equation.

Essential Question

What is the process of addition and subtraction of whole numbers?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On the concepts involving **Adding and Subtracting Whole Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 3

Massachusetts Performance Standards

The students will:

- 4.N.8** Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.
- 4.N.9** Select, use, and explain the commutative, associative, and identity properties of operations on whole numbers in problem situations, e.g., $37 \times 46 = 46 \times 37$, $(5 \times 7) \times 2 = 5 \times (7 \times 2)$.
- 4.N.11** Know multiplication facts through 12×12 and related division facts. Use these facts to solve related multiplication problems and compute related problems, e.g., 3×5 is related to 30×50 , 300×5 , and 30×500 .
- 4.N.14** Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition and subtraction (up to five-digit numbers), and multiplication (up to three digits by two digits).
- 4.P.1** Create, describe, extend, and explain symbolic (geometric) and numeric patterns, including multiplication patterns like 3, 30, 300, 3000,
- 4.P.4** Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC THREE: Multiplication Meaning and Facts

1. Meanings of Multiplication and Patterns for Facts (3-1) and (3-2)
2. Multiplication Properties (3-3)
3. Factors 3,4,6,7,8 (3-4) and (3-5)
4. Factors 10, 11, 12 (3-6)
5. Draw a Picture and Write an Equation (3-7)

Objectives (Students will...)

1. **Recognize** multiplication as repeated addition of equal groups used in arrays and comparisons.
2. **Use** patterns to find products with factors of 2, 5, and 9.
3. **Use** multiplication properties to simplify computations.
4. **Use** the Distributive Property to simplify multiplication problems by rewriting one of the factors as a sum of two numbers.
5. **Use** the Distributive Property and other regrouping properties to simplify multiplication involving 6s, 7s, 8s by rewriting one of the factors.

Essential Question

How are arrays, patterns, and properties of multiplication understood?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Multiplication Meaning and Facts**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 4

Massachusetts Performance Standards

The students will:

4.N.8 Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.

4.N.11 Know multiplication facts through 12×12 and related division facts. Use these facts to solve related multiplication problems and compute related problems, e.g., 3×5 is related to 30×50 , 300×5 , and 30×500 .

4.N.15 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders).

4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC FOUR: Division Meaning and Facts

1. Meanings of Division and Relating Multiplication and Division (4-1) and (4-2)
2. Special Quotients (4-3)
3. Using Multiplication Facts to Find Division Facts (4-4)
4. Draw a Picture and Write an Equation (4-5)

Objectives (Students will...)

1. **Use** and **draw** models to solve division problems.
2. **Use** arrays to write and complete multiplication and division fact families.
3. **Use** multiplication facts with 0 and 1 to learn about special division rules with 0 and 1.
4. **Identify** multiplication facts related to division facts in order to solve division problems.
5. **Draw** pictures and **write** related number sentences to solve problems.

Essential Question

How is the meaning of division understood while making a connection between multiplication facts and division?

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Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Division Meaning and Facts**.

Lesson Completion Date:

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Week 5

Massachusetts Performance Standards

The students will:

4.N.8 Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.

4.N.11 Know multiplication facts through 12×12 and related division facts. Use these facts to solve related multiplication problems and compute related problems, e.g., 3×5 is related to 30×50 , 300×5 , and 30×500 .

4.N.17 Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.

TOPIC FIVE: Multiplying by 1 Digit Numbers

1. Multiplying by Multiples of 10 and 100 (5-1)
2. Using Rounding to Estimate (5-3)
3. Reasonableness to solve problems (5-4)
4. Using an Expanded Algorithm (5-5)
5. Multiplying 2 digits by 1 digit. (5-6)

Objectives (Students will...)

1. Use basic multiplication facts and number patterns to multiply by multiples of 10 and 100.
2. Use compatible numbers and rounding to estimate solutions to multiplication problems.
3. Check for reasonableness by making sure their calculations answer the questions asked and by using estimation to make sure the calculation was performed correctly.
4. Record multiplication using an expanded algorithm.
5. Multiply 2 digits by 1 digit using paper and pencil methods.

Essential Question

What is the algorithm for multiplying 2 digits by 1 digit?

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Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

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Week 6

Massachusetts Performance Standards

The students will:

4.N.8 Select, use, and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.

4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC FIVE: Multiplying by 1 Digit Numbers

1. Multiplying 3 Digits by 1 Digit (5-7)
2. Draw a Picture and Write an Equation (5-8)

Objectives (Students will...)

1. Use the standard algorithm to multiply 3 digits by 1 digit.
2. Solve problems using the problem solving strategy Draw a Picture and Write an Equation.

Essential Question

How can the algorithm of multiplication of 3 digits by 1 digit be understood as an extension of multiplying 2 digits by 1 digit?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Multiplying by 1 Digit Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 7

Massachusetts Performance Standards

The students will:

- 4.P.2** Use symbol and letter variables (e.g., Δ , x) to represent unknowns or quantities that vary in expressions and in equations or inequalities (mathematical sentences that use $=$, $<$, $>$).
- 4.P.3** Determine values of variables in simple equations, e.g., $4106 - \nabla = 37$, $5 = \mu + 3$, and $\square - \mu = 3$.
- 4.P.4** Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.
- 4.P.6** Determine how change in one variable relates to a change in a second variable, e.g., input-output tables.

TOPIC SIX: Patterns and Expressions

1. Variables and Expressions (6-1)
2. Addition and Subtraction Expressions (6-2)
3. Multiplication and Division Expressions (6-3)
4. Use objects and Reasoning to Solve Problems (6-4)

Objectives (Students will...)

1. **Understand** how to work with variables in a table.
2. **Study** completed tables to determine a rule and write an expression.
3. **Solve** problems by using objects to show the action.

Essential Question

How can the relationship between two quantities be understood and identified?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Patterns and Expressions**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 8

Massachusetts Performance Standards

The students will:

- 4.N.11** Know multiplication facts through 12 x 12 and related division facts. Use these facts to solve related multiplication problems and compute related problems, e.g., 3 x 5 is related to 30 x 50, 300 x 5, and 30 x 500.
4.N.14 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithms for addition and subtraction (up to five-digit numbers), and multiplication (up to three digits by two digits).
4.N.17 Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.
4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC SEVEN: Multiplying by 2 Digit Numbers

1. Estimating Products (7-2)
2. Arrays and an Expanded Algorithm (7-3)
3. Multiplying 2 Digit Numbers by Multiples of 10 (7-4)
4. Multiplying 2 Digit by 2 Digit Numbers (7-5)

Objectives (Students will...)

1. Use rounding and compatible numbers to estimate solutions to multiplication problems.
2. Use arrays and expanded algorithms to multiply two-digit numbers by two-digit numbers to find the product.
3. Use grids and patterns to multiply 2-digit numbers and multiples of 10.
4. Use partial products to multiply two-digit numbers by two-digit numbers and find the products.

Essential Question

What is the algorithm for multiplying 2 digit numbers?

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 9

Massachusetts Performance Standards

The students will:

4.N.11 Know multiplication facts through 12 x 12 and related division facts. Use these facts to solve related multiplication problems and compute related problems, e.g., 3 x 5 is related to 30 x 50, 300 x 5, and 30 x 500.

4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC SEVEN: Multiplying by 2-Digit Numbers

1. Special Cases (7-6)
2. Two Question Problems (7-7)

Objectives (Students will...)

1. Learn to multiply greater numbers.
2. Solve two-question problems.

Essential Question

How can finding the solution of one problem help solve two-question problems?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Multiplying 2-Digit Numbers**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 10

Massachusetts Performance Standards

The students will:

- 4.N.15** Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders).
- 4.N.17** Select and use a variety of strategies (e.g., front-end, rounding, and regrouping) to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers and amounts of money to \$1000, and to judge the reasonableness of the answer.
- 4.P.1** Create, describe, extend, and explain symbolic (geometric) and numeric patterns, including multiplication patterns like 3, 30, 300, 3000,
- 4.P.4** Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC EIGHT: Divide by 1-Digit Divisors

1. Estimating Quotients (8-2)
2. Dividing with Remainders (8-3)
3. Connecting Models and Symbols (8-4)
4. Dividing 2-Digit by 1-Digit Numbers (8-5)

Objectives (Students will...)

1. **Use** compatible numbers and rounding to estimate quotients.
2. **Divide** whole numbers by 1-digit divisors resulting in quotients with remainders.
3. **Use** place value to understand the algorithm of long division.
4. **Use** the algorithm to divide two-digit numbers by a one-digit number.

Essential Question

What is the process for dividing numbers by 1 digit divisors resulting in quotients with remainders?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 11

Massachusetts Performance Standards

The students will:

4.N.7 Recognize classes (in particular, odds, evens; factors or multiples of a given number; and squares) to which a number may belong, and identify the numbers in those classes. Use these in the solution of problems.

4.N.13 Divide up to a three-digit whole number with a single-digit divisor (with or without remainders) accurately and efficiently. Interpret any remainders.

4.N.15 Demonstrate in the classroom an understanding of and the ability to use the conventional algorithm for division of up to a three-digit whole number with a single-digit divisor (with or without remainders).

TOPIC EIGHT: Dividing by 1-Digit Divisors

1. Dividing 3-Digit by 1-Digit Numbers (8-6)
2. Deciding Where to Start Dividing (8-7)
3. Factors (8-8)

Objectives (Students will...)

1. **Use** the standard algorithm to divide 3-digit numbers by 1-digit numbers.
2. **Use** the standard algorithm to divide 3-digit numbers by 1-digit numbers and properly decide where to begin dividing.
3. **Learn** how to factor whole numbers.

Essential Question

Can it be understood that larger dividends can be divided using the same algorithm as smaller dividends?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 12

Massachusetts Performance Standards

The students will:

4.N.7 Recognize classes (in particular, odds, evens; factors or multiples of a given number; and squares) to which a number may belong, and identify the numbers in those classes. Use these in the solution of problems.

4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC EIGHT: Dividing by 1-Digit Divisors

1. Prime and Composite Numbers (8-9)
2. Multiple-Step Problems (8-10)

Objectives (Students will...)

1. **Learn** to identify prime and composite numbers.
2. **Identify** the hidden question in a multistep problem. **Use** the answer to that hidden question to solve the original problem.

Essential Question

What is the difference between prime and composite numbers and how can you decide whether numbers are prime or composite?

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Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Dividing by 1-digit Divisors**.

Lesson Completion Date:

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Week 13

Massachusetts Performance Standards

The students will:

4.G.2 Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons—especially triangles and quadrilaterals—cubes, spheres, and pyramids. :

4.G.3 Recognize similar figures.

4.G.4 Identify angles as acute, right, or obtuse.

4.G.5 Describe and draw intersecting, parallel, and perpendicular lines.

TOPIC NINE : Lines, Angles, and Shapes

1. Points, Lines, and Planes (9-1)
2. Line Segments, Rays, and Angles (9-2)
3. Measuring Angles (9-3)
4. Polygons (9-4)

Objectives (Students will...)

1. **Identify** and **describe** points, lines, and planes.
2. **Learn** geometric terms to **describe** parts of lines and types of angles.
3. **Measure** and **Draw** angles.
4. **Identify** polygons.

Essential Question

How can points, lines, and line segments be described, analyzed, classified, and measured?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.

Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 14

Massachusetts Performance Standards

The students will:

- 4.G.1** Compare and analyze attributes and other features (e.g., number of sides, faces, corners, right angles, diagonals, and symmetry) of two- and three-dimensional geometric shapes.
4.G.2 Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons—especially triangles and quadrilaterals—cubes, spheres, and pyramids.

TOPIC NINE: Lines, Angles, and Shapes

1. Triangles (9-5)
2. Quadrilaterals (9-6)
3. Make and Test Generalizations (9-7)

Objectives (Students will...)

1. **Identify** and **classify** triangles.
2. **Identify** quadrilaterals.
3. **Solve** problems by making and testing generalizations.

Essential Question

What is the process of identifying and classifying polygons?

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Lines, Angles, and Shapes**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 15

Massachusetts Performance Standards

The students will:

4.N.3 Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on the number line.

4.N.4 Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.

TOPIC TEN: Understanding Fractions

1. Regions and Sets (10-1)
2. Fractions and Division (10-2)
3. Estimating Fractional Amounts (10-3)
4. Equivalent Fractions (10-4)

Objectives (Students will...)

1. **Identify** and **draw** fractional parts of a region and a set.
2. **Divide** sets to find fractional parts.
3. **Describe** and **compare** fractional parts of whole objects and sets.
4. **Estimate** fractional parts of regions and sets, and for points on a number line.
5. **Use** models and objects to show equivalent fractions.

Essential Question

What is the part to whole relationship of fractions?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 16

Massachusetts Performance Standards

The students will:

4.N.4 Select, use, and explain models to relate common fractions and mixed numbers ($1/2$, $1/3$, $1/4$, $1/5$, $1/6$, $1/8$, $1/10$, $1/12$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.

4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC TEN: Understanding Fractions

1. Fractions in Simplest Form (10-5)
2. Improper Fraction and Mixed Numbers (10-6)
3. Comparing Fractions (10-7)

Objectives (Students will...)

1. **Express** equivalent fractions in simplest form.
2. **Identify** and **write** mixed numbers as improper fractions and improper fractions as mixed numbers.
3. **Use** benchmark fractions to compare fractions with unlike denominators.

Essential Question

How can equivalent fractions be understood?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 17

Massachusetts Performance Standards

The students will:

4.N.4 Select, use, and explain models to relate common fractions and mixed numbers ($1/2$, $1/3$, $1/4$, $1/5$, $1/6$, $1/8$, $1/10$, $1/12$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.

4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

TOPIC TEN: Understanding Fractions

1. Ordering Fractions (10-8)
2. Writing to Explain (10-9)

Objectives (Students will...)

1. Use common denominators and equivalent fractions to order fractions with unlike denominators.
2. **Write to explain** whether an answer is correct or not.

Essential Question

How can equivalent fractions be used to order fractions?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Understanding Fractions**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 18

Massachusetts Performance Standards

The students will:

4.N.18 Use concrete objects and visual models to add and subtract common fractions.

TOPIC ELEVEN: Adding and Subtracting Fractions

1. Adding and Subtracting Fractions with Like Denominators (11-1)
2. Adding Fractions with Unlike Denominators (11-2)
3. Subtracting Fractions with Unlike Denominators (11-3)
4. Draw a Picture and Write an Equation to solve a problem (11-4)

Objectives (Students will...)

1. **Add** and **subtract** fractions with like denominators using models and paper and pencil.
2. **Add** fractions with unlike denominators using models and paper and pencil.
3. **Understand** how to subtract fractions with unlike denominators.
4. **Draw** a picture and **write** an equation to solve a problem.

Essential Question

What is the process for adding and subtracting fractions with and without like denominators?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On concepts involving **Adding and Subtracting Fractions**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 19

Massachusetts Performance Standards

The students will:

- 4.N.3** Demonstrate an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on the number line.
- 4.N.4** Select, use, and explain models to relate common fractions and mixed numbers ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{12}$, and $1\frac{1}{2}$), find equivalent fractions, mixed numbers, and decimals, and order fractions.
- 4.N.5** Identify and generate equivalent forms of common decimals and fractions less than one whole (halves, quarters, fifths, and tenths).
- 4.N.6** Exhibit an understanding of the base ten number system by reading, naming, and writing decimals between 0 and 1 up to the hundredths.

TOPIC TWELVE: Understanding Decimals

- 1. Decimal Place Value (12-1)
- 2. Comparing and Ordering Decimals (12-2)
- 3. Fractions and Decimals (12-3)
- 4. Fractions and Decimals on the Number Line (12-4) and (12-5)
- 5. Draw a Picture to Solve a Problem (12-6)

Objectives (Students will...)

- 1. **Use** models and place-value charts to represent decimals to hundredths.
- 2. **Read** and **write** decimals in expanded, standard, and word form.
- 3. **Use** models and place-value charts to compare decimals to hundredths.
- 4. **Use** greater-than and less-than symbols to order decimal numbers.
- 5. **Understand** how to write fractions as decimals and decimals as fraction.
- 6. **Learn** to locate and name fractions and decimals on the number line.
- 7. **Understand** how to graph decimals and mixed numbers on the number line.
- 8. **Solve** problems using the strategy Draw a Picture.

Essential Question

How are decimal place values an extension of whole number place values?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Understanding Decimals**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 20

Massachusetts Performance Standards

The students will:

- 4.N.6** Exhibit an understanding of the base ten number system by reading, naming, and writing decimals between 0 and 1 up to the hundredths.
4.N.10 Select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including those involving money.

TOPIC THIRTEEN: Operations with Decimals

1. Rounding Decimals (13-1)
2. Estimating Sums and Differences of Decimals (13-2)
3. Adding and Subtracting Decimals (13-3) and (13-4)

Objectives (Students will...)

1. **Round** two-place decimal numbers to one place or to the nearest whole number.
2. **Round** decimal numbers to estimate sums and differences.
3. **Add** and **Subtract** decimals in tenths and hundredths using models.
4. **Estimate** and **compute** the sum or difference of whole numbers and positive decimals to two places.
5. **Try, check,** and if needed, **revise** the solution, following the same method until the correct solution is determined via checking.

Essential Question

What is the process for adding and subtracting decimals in tenths and hundredths?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Operations with Decimals.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 21

Massachusetts Performance Standards

The students will:

5.N.12 Accurately and efficiently add and subtract whole numbers and positive decimals. Multiply and divide (using double-digit divisors) whole numbers. Multiply positive decimals with whole numbers.

6.N.13 Accurately and efficiently add, subtract, multiply, and divide (with double-digit divisors) whole numbers and positive decimals.

TOPIC THIRTEEN: Operations with Decimals

1. Multiplying a Whole Number by a Decimal (13-5)
2. Dividing a Decimal by a Whole Number (13-6)
3. Try, Check, and Revise to solve problems (13-7)

Objectives (Students will...)

1. **Multiply** a decimal number by a whole number.
2. **Divide** a decimal by a whole number.

Essential Question

What is the process for multiplying and dividing a decimal number by a whole number?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Multiplying and Dividing with Decimals**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 22

Massachusetts Performance Standards

The students will:

- 4.M.1** Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.
4.M.4 Estimate and find area and perimeter of a rectangle, triangle, or irregular shape using diagrams, models, and grids or by measuring.

TOPIC FOURTEEN: Area and Perimeter

1. Understanding Area (14-1)
2. Area of Squares, Rectangles, and Irregular Shapes (14-2) and (14-3)
3. Area of Parallelograms and Triangles (14-4) and (14-5)
4. Perimeter (14-6)
5. Area and Perimeter (14-7) and (14-8)
6. Solve a Simpler Problem and Make a Table (14-9)

Objectives (Students will...)

1. **Measure** the area of a figure by counting square units and using a formula.
2. **Find** the area of different shapes.
3. **Find** the perimeter of a polygon by adding the lengths of the sides or by using the formula.
4. **Compare** different rectangles to discover the changes in area and perimeter.
5. **Break** a problem into smaller pieces and **find** a pattern to fit.

Essential Question

What is the process for finding area and perimeter with and without using the formulas?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Area and Perimeter**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 23

Massachusetts Performance Standards

The students will:

- 4.P.1** Create, describe, extend, and explain symbolic (geometric) and numeric patterns, including multiplication patterns like 3, 30, 300, 3000,
- 4.G.1** Compare and analyze attributes and other features (e.g., number of sides, faces, corners, right angles, diagonals, and symmetry) of two- and three-dimensional geometric shapes.
- 4.G.2** Describe, model, draw, compare, and classify two- and three-dimensional shapes, e.g., circles, polygons—especially triangles and quadrilaterals—cubes, spheres, and pyramids. :
- 4.G.3** Recognize similar figures.
- 4.M.1** Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.

TOPIC FIFTEEN: Solids

1. Solids (15-1)
2. Views of Solids: Nets and Views of Solids: Perspective (15-2) and (15-3)
3. Volume (15-4)
4. Look for a Pattern to Solve Problems (15-5)

Objectives (Students will...)

1. **Describe** and **classify** solids.
2. **Use** a two-dimensional shape to represent a three-dimensional object.
3. **Interpret** views of solids as seen from different perspectives.
4. **Measure** the volume of a solid by counting cubic units or by using a formula.
5. **Recognize** patterns and be able to continue the patterns.

Essential Question

How can the volume of solid figures be found, analyzed, classified, and described?

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Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Solids**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 24

Massachusetts Performance Standards

The students will:

4.M.1 Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.

4.M.2 Carry out simple unit conversions within a system of measurement, e.g., hours to minutes, cents to dollars, yards to feet or inches, etc.

4.M.3 Identify time to the minute on analog and digital clocks using a.m. and p.m. Compute elapsed time using a clock (e.g., hours and minutes since...) and using a calendar (e.g., days since...).

4.P.5 Solve problems involving proportional relationships, including unit pricing (e.g., four apples cost 80¢, so one apple costs 20¢) and map interpretation (e.g., one inch represents five miles, so two inches represent ten miles).

TOPIC SIXTEEN: Measurement, Time, and Temperature

1. Using Customary Units of Length, Capacity, and Weight (16-1), (16-2), and (16-3)
2. Changing Customary Units (16-4)
3. Units of Time (16-9)
4. Elapsed Time (16-10)

Objectives (Students will...)

1. **Estimate** and **measure** length.
2. **Estimate** fluently with customary units of capacity and weight.
3. **Compare** the relative sizes of capacity measurements.
4. **Convert** between customary units.
5. **Compare** several unit of time and **convert** from one unit to another.
6. **Find** the difference in time using elapsed time.

Essential Question

How can the customary system of measurement be understood and explored?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 25

Massachusetts Performance Standards

The students will:

4.M.1 Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.

4.M.5 Identify and use appropriate metric and English units and tools (e.g., ruler, angle ruler, graduated cylinder, thermometer) to estimate, measure, and solve problems involving length, area, volume, weight, time, angle size, and temperature.

TOPIC SIXTEEN: Measurement, Time, and Temperature

1. Using Metric Units of Length, Capacity, and Mass (16-5), (16-6), and (16-7)
2. Changing Metric Units (16-8)
3. Temperature (16-11)
4. Work Backwards to Solve a Problem (16-12)

Objectives (Students will...)

1. **Estimate** and **measure** length.
2. **Estimate** fluently with metric units of capacity and weight.
3. **Convert** between metric units.
4. **Measure** temperature in Fahrenheit and Celsius.
5. **Solve** problems that require finding the original times, measurements, or quantities that lead to a result that is given.

Essential Question

How can the metric system of measurement be understood and explored?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Measurement, Time, and Temperature.**

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 26

Massachusetts Performance Standards

The students will:

- 4.G.6** Using ordered pairs of numbers and/or letters, graph, locate, identify points, and describe paths (first quadrant).
- 4.D.1** Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.
- 4.D.2** Match a representation of a data set such as lists, tables, or graphs (including circle graphs) with the actual set of data.
- 4.D.3** Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

TOPIC SEVENTEEN: Data and Graphs

- 1. Data from Surveys (17-1)
- 2. Interpreting Graphs (17-2)
- 3. Line Plots (17-3)
- 4. Ordered Pairs (17-4)
- 5. Line Graphs (17-5)

Objectives (Students will...)

- 1. **Design** and **Use** a survey with a sample size that allows accurate predictions.
- 2. **Use** bar graphs to display data.
- 3. **Learn** and **understand** how to draw line plots, interpret points, and recognize outliers.
- 4. **Locate** points on a coordinate plane using ordered pairs.
- 5. **Use** line graphs to see changes in data over time.

Essential Question

Which type of graph is appropriate for certain kinds of data?

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Evaluation/Activities

Lecture/Demonstration: Each concept/topic will be introduced by the teacher using any resources that are available.
Class work: To be done on each topic/concept as needed for understanding.
Homework: To be given daily on each introduced topic as determined by the teacher.
Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.
Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 27

Massachusetts Performance Standards

The students will:

- 4.D.1** Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.
- 4.D.2** Match a representation of a data set such as lists, tables, or graphs (including circle graphs) with the actual set of data.
- 4.D.3** Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

TOPIC SEVENTEEN: Data and Graphs

- 1. Mean (17-6)
- 2. Median, Mode, and Range (17-7)
- 3. Stem-and-Leaf Plots (17-8)
- 4. Reading Circle Graphs (17-9)
- 5. Make a graph (17-10)

Objectives (Students will...)

- 1. **Calculate** the mean of a collection of values.
- 2. **Identify** the mode, median, and range for numerical data sets.
- 3. **Use** stem-and-leaf plots to **organize** data by place value.
- 4. **Use** circle graphs to **show** parts of a whole.
- 5. **Make** and **use** graphs to **display** data and solve problems.

Essential Question

What is the process for making, reading, and analyzing graphs to solve problems?

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Quiz: Formal assessments will be given as warranted by the curriculum.
Test: On all concepts involving **Data and Graphs**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 28

Massachusetts Performance Standards

The students will:

4.P.2 Use symbol and letter variables (e.g., Δ , x) to represent unknowns or quantities that vary in expressions and in equations or inequalities (mathematical sentences that use $=$, $<$, $>$).

4.P.4 Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

TOPIC EIGHTEEN: Equations

1. Equal or Not Equal (18-1)
2. Solving Addition and Subtraction Equations (18-2)
3. Solving Multiplication and Division Equations (18-3)
4. Understanding Inequalities (18-4)
5. Work Backwards to Solve Problems (18-5)

Objectives (Students will...)

1. **Learn** and **understand** the properties of equality.
2. **Use** all operations to **solve** equations.
3. **Solve** an inequality by finding all the values that make it true.
4. **Solve** problems that require finding the original times, measurements, or quantities that led to a given result.

Essential Question

How can it be understood that the solution to an inequality is a value that makes the inequality true?

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Equations**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 29

Massachusetts Performance Standards

The students will:

4.G.7 Describe and apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.

TOPIC NINETEEN: Transformations, Congruence, and Symmetry

1. Translations (19-1)
2. Reflections (19-2)
3. Rotations (19-3)
4. Congruent Figures (19-4)

Objectives (Students will...)

1. **Identify** translations, reflections, and rotations of plane figures.
2. **Use** transformations to see if two plane figures are congruent.

Essential Question

How can congruence be proven by translating, rotating, and reflecting plane figures?

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Evaluation/Activities

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Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 30

Massachusetts Performance Standards

The students will:

4.G.3 Recognize similar figures.

4.G.8 Identify and describe line symmetry in two-dimensional shapes.

TOPIC NINETEEN: Transformation, Congruence, and Symmetry

1. Line Symmetry (19-5)
2. Rotational Symmetry (19-6)
3. Draw a Picture to Solve a Problem (19-7)

Objectives (Students will...)

1. **Determine** if a plane figure has line symmetry and, if so, how many lines of symmetry it has.
2. **Identify** rotational symmetry and **determine** an angle measure to describe a rotation.
3. **Determine** when two shapes are similar and **use** pictures to visualize similarity.

Essential Question

How can symmetry be understood?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Transformations, Congruence, and Symmetry**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 31

Massachusetts Performance Standards

The students will:

4.D.4 Represent the possible outcomes for a simple probability situation, e.g., the probability of drawing a red marble from a bag containing three red marbles and four green marbles.

4.D.5 List and count the number of possible combinations of objects from three sets, e.g., how many different outfits can one make from a set of three shirts, a set of two skirts, and a set of two hats?

TOPIC TWENTY: Probability

1. Finding Combinations (20-1)
2. Outcomes and Tree Diagrams (20-2)

Objectives (Students will...)

1. **Use** objects and pictures to count combinations of data or objects in a problem.
2. **Represent** and **count** the number of outcomes with a tree diagram.

Essential Question

What are the counting techniques to solve problems in which a number of possible combinations need to be found?

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Evaluation/Activities

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

Week 32

Massachusetts Performance Standards

The students will:

4.D.3 Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.

4.D.6 Classify outcomes as certain, likely, unlikely, or impossible by designing and conducting experiments using concrete objects such as counters, number cubes, spinners, or coins.

TOPIC TWENTY: Probability

1. Writing Probability as a Fraction (20-3)
2. Use Reasoning to Solve Problems (20-4)

Objectives (Students will...)

1. **Determine** the probability of an event and write it as a fraction.
2. **Use** reasoning to solve problems.

Essential Question

How can probability be understood, applied, and expressed?

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Class work: To be done on each topic/concept as needed for understanding.

Homework: To be given daily on each introduced topic as determined by the teacher.

Review: All weekly concepts will be reviewed and connections to concepts should be made by the students.

Quiz: Formal assessments will be given as warranted by the curriculum.

Test: On all concepts involving **Probability**.

Lesson Completion Date:

Technology Used/ Date Used:

Completed By:

Comments:

