Marking period 1	Standards	Essential Questions	Vocabulary	I can	Process: Teacher/Student Input	Assessment Components	Possible Resources
Week 1 :	**4.NBT.4** Add and subtract multi-digit whole numbers using the standard algorithm with place value understanding. **4.MD.4** Represent and interpret data using whole numbers. ● Collect data by asking a question that yields numerical data. ● Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot. ● Determine whether a survey question will yield categorical or numerical data.	How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation?	sum, difference, equation, algorithm bar graph, line plot, table, data, title, category, label, key	Fluently add and subtract multi-digit whole numbers. Compute multi-digit addition and subtraction problems using standard algorithm. Create, organize, and interpret data models.			
Week 2 :	**4.NBT.4** **4.MD.4**	^	^	^			
Week 3 :	**4.OA.4** Find all factor pairs for whole numbers up to and including 50 to: ● Recognize that a whole number is a multiple of each of its factors. ● Determine whether a given whole number is a multiple of a given one-digit number. ● Determine if the number is prime or composite.	How does finding the common characteristics among similar problems help me to be a more efficient problem solver?	Factor, inverse, array, multiple, compute, Prime, composite, divisibility rule	Interpret multiplication and division facts; Find all factor pairs for whole numbrs 1-100; use my knowledge of the divisibility rule to find factors of numbers 1-100; identify whether a number is prime or composite. Develop fluency with multiplication and division facts; illustrate and explain mulitplication calculations by using equations, arrays and/or other models; Show factors for whole numbers from 1-100 using divisibility rules; conclude whether a number is prime or composite.			
Week 4 :(Labor Day)	**4.OA.4**	^	^	^			
Week 5 :	**4.OA.1** Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.	What are multiplicative comparisons? How can we model and solve multiplicative comparison questions?	Operations, remainder, equation, unknown, times as many/times less, times fewer than/more than	Multiply or divide to solve word problems that compare numbers. Illustrate and explain multiplication calculations by using equations, arrays and/or other models. Explain how numbers compare and are related to each other.			
Week 6 :	**4.MD.3** Solve problems with area and perimeter. ● Find areas of rectilinear figures with known side lengths. ● Solve problems involving a fixed area and varying perimeters with a fixed perimeter and varying areas. ● Apply the area and perimeter formulas for rectangles in real world and mathematical problems.						
Marking period 2	**Standards**	**Essential Questions**	**Vocabulary**	**I can**			
1 Week	**4.MD.3**						
1 Week	**4.NBT.2** Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form. **4.NBT.7** Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using >, =, and < symbols to record the results of the comparisons.	How can you represent multi-digit numbers in multiple ways? How do the digits in a multi-digit number relate to each other? How can place value help you compare whole numbers?	Digit/multi-digit, numeral, expanded form, standard form, greater than, less than, equal to, <, >, =, value				

	Standards	Essential questions	Vocabulary	I can			
1 Week	**4.OA.3** Solve two-step word problems involving the four operations with whole numbers. ● Use estimation strategies to assess reasonableness of answers. ● Interpret remainders in word problems. ● Represent problems using equations with a letter standing for unknown quantity.	How do mathematical operations relate to each other? How do I know which mathematical operation (+, -, x, ÷, etc.) to use?	Operations, remainder, equation, unknown, times as many/times less, times fewer than/more than	Interpret and solve word problems; explain what the reminder of a problem signifies			
1 Week	**4.NBT.1** Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000.	How do the digits in a multi-digit number relate to each other?	digit/multi-digit, numeral, value, equal to/equivalent				
1 Week	NC check-ins/PD						
1 Week	**4.NBT.4** Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.	How do you add and subtract whole numbers? How do you subtract across zeros?	Breaking part, inverse operations, regrouping, carrying, addend, sum, difference equation, multi-digit, standard algorithm, subtrahend (number being subtracted), minuend (the whole), place value	Explain why place value is important for adding and subtracting. Explain how to regroup. Use strategies based on place value and the standard algorithms to add and subtract.			
Marking period 3	**Standards**	**Essential questions**	**Vocabulary**	**I can**			
Week 1	**4.OA.3** Solve two-step word problems involving the four operations with whole numbers. ● Use estimation strategies to assess reasonableness of answers ● Interpret remainders in word problems ● Represent problems using equations with a letter standing for the unknown quantity.	How do mathematical operations relate to each other? How do I know which mathematical operation (+, -, x, ÷, etc.) to use?	Operations, remainder, equation, unknown, times as many/times less, times fewer than/more than	Interpret and solve word problems; explain what the reminder of a problem signifies			
Week 2	**4.NBT.5** Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and to develop the algorithm.	How do you use the partial products strategy to solve multiplication problems? What strategies can you use to multiply?	Distributive, associative, commutative, identity properties, operation, place value, product, parentheses, equation, area model, factors, products, arrays	Multiply using strategies of area models and partial products. Multiply three digit numbers by a one digit number. Multiply two two digit numbers.			
Week 3	4.NBT.5						
Week 4	**4.NBT.6** Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.	What strategies can you use for dividing multi-digit dividends?	Dividend, divisor, quotient, remainder, digit	Divide three digit numbers by a one digit divisor. Explain multiple strategies to divide, including area models, partial quotients, and the relationship between multiplication and division.			
Week 5	4.NBT.6						
Week 6	4.MD.3						
(2nd Week)	4.OA.3						
Marking period 4	**Standards**	**Essential Questions**	**Vocabulary**	**I can**			

Week 1	4.NF.1 Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.	What does it mean for two fractions to be equivalent?	fraction, halves, thirds, fourths, benchmark fractions, equivalent fractions, prime number, composite number, multiple, numerator, denominator, equivalent, area model, value, number line, whole, parts, common denominator	-Explain why two fractions are equivalent -Make two fractions equivalent by using a common denominator, number line, or model			
Week 3	4.NF.2 Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. 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 by: • Reasoning about their size and using area and length models. • Using benchmark fractions 0, ½, and a whole. • Comparing common numerator or common denominators.	How can you use equivalent fractions to compare and order fractions?	^^^	-Make two fractions equivalent by using a common denominator, number line, or model -Compare and order fractions based on less than and greater than			
Week 4	4.NF.1/2						
Week 5	4.NF.3 Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. • Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations. • Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. • Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.	How can you use addition or subtraction to represent a fraction in a variety of ways?	denominator, product, factor, numerator, mixed number, improper fractions	-Decompose a fraction into smaller parts -Add and subtract fractions using number lines, improper fractions/equivalent fractions, and models			
Week 6	4.NF.3						
Week 7	4.NF.4 Apply and extend previous understandings of multiplication to: • Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one. • Solve word problems involving multiplication of a fraction by a whole number.	How do you multiply a fraction by a whole number?	greater, digits, place value, number line, unit fraction, product, divisor, numerator, denominator, mixed number, improper fraction	-Multiply a fraction by a whole number using multiplciation, repeated addition, or a model			
(2nd Week)	4.NF.4						
Marking period 5	**Standards**	**Essential Questions**	**Vocabulary**	**I can**			
Week 1	4.NF.6 Use decimal notation to represent fractions. • Express, model and explain the equivalence between fractions with denominators of 10 and 100. • Use equivalent fractions to add two fractions with denominators of 10 or 100. • Represent tenths and hundredths with models, making connections between fractions and decimals	How do you write a fraction as a decimal? How can you represent decimals in multiple ways?	greater, digits, place value, number line, unit fraction, decimal point, tenth, hundredths	-Model decimals -Find equivalent fractions to a decimal -Compare decimals to the tenths and hundredths using models			
Week 2	4.NF.6/7 4.NF.7 Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.	^	^				

Week 3	**4.G.1, 4.G.2, 4.G.3** **G.1** Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines. **4.G.2** Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines. **4.G.3** Recognize symmetry in a two-dimensional figure, and identify and draw lines of symmetry. **4.**	How do I identify points, lines, and planes? How can you classify triangles? How can you classify quadrilaterals? How do you identify and draw a line of symmetry?	Point, line, plane, parallel lines, intersecting lines, perpendicular lines, line segment, ray, angle, right angle, acute angle, obtuse angle, straight angle, degree, unit angle, angle, measure, protractor, polygon, side, vertex, triangle, quadrilateral, pentagon, hexagon, octagon, equilateral, triangle, isosceles, triangle, scalene, triangle, right triangle, acute triangle, obtuse triangle, rhombus, trapezoid, parallelogram, rectangle, square symmetric, line of symmetry	- Explain the difference between different types of triangle and quadrilaterals - Identify different lines and angles -Identify and draw lines of symmetry			
Week 4	**4.G.1, 4.G.2, 4.G.3**	^	^				
Week 5	**4.G.1, 4.G.2, 4.G.3**	^	^				
Week 6	3rd week 4.G.3						
Week 7	**4.MD.6** Develop an understanding of angles and angle measurement. • Understand angles as geometric shapes that are formed wherever two rays share a common endpoint and are measured in degrees. • Measure and sketch angles in whole-number degrees using a protractor. • Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems.	How do you use a tool to measure and draw angles? How can you find unknown angle measures?	Angle, acute, obtuse, right, protractor, degree, straight angle *complementary, supplmentary, adjacent angles (may come up but not explicit)*	-Find missing degrees in a figure -Draw and measure degrees using a protractor			
Week 8	**4.MD.1** Know relative sizes of measurement units. Solve problems involving metric measurement. • Measure to solve problems involving metric units: centimeter, meter, gram, kilogram, Liter, milliliter. • Add, subtract, multiply, and divide to solve one-step word problems involving whole-number measurements of length, mass, and capacity that are given in metric units. **4.MD.2** Use multiplicative reasoning to convert metric measurements from a larger unit to a smaller unit using place value understanding, two-column tables, and length models.	How can you measure and solve length, weight and capacity problems using the metric system? How can you convert metric units from larger units to smaller units?	Capacity, weight, millimeter, centimeter, decimeter, meter, kilometer, milliliter, liter, mass, gram, kilogram	-I can explain how and why certain measurements are equivalent to a measurement in a different unit -I can solve problems using a variety of metric units			
Marking period 6	**Standards**	**Essential Questions**	**Vocabulary**	**I can**			
Week 1	**4.MD.1, 4.MD.2**	^	^	^			
Week 2	**4.OA.5** Generate and analyze a number or shape pattern that follows a given rule. **4.MD.8** Solve word problems involving addition and subtraction of time intervals that cross the hour	How can you continue a repeating pattern? How do you identify the rule for a pattern and use it to extend the pattern? How do I calculate elapsed time?	Compare, repeating pattern, minutes, hours, seconds, day, week, month, year, elapsed time	-Make a pattern that follows a given rule -Continue a pattern based on a given rule -Calculate a lapsed amount of time			
Week 3	4.OA.3 Use the 4 operations with whole numbers to solve problems	How do mathematical operations relate to each other?	Estimate, variable,quantity				
Week 4	4.OA.3 Use the 4 operations with whole numbers to solve problems (Week 2)	How do I solve multi-step word problems using the 4 operations	interpret, reasonableness				
Week 5	4.NF.1 - Fraction Equivalencies / 4.NF.2 Comparing Fractions	How can I find equivalent fractions using models? How can I compare fractions using benchmark fractions	equivalent, unit fraction, model, benchmark fraction, area model				
Week 6	4.NF.3 - Decomposing; Adding and Subtracting Fractions	How do I show adding and subtraction of fractions as joining a separating parts?		-Decompose a fraction into smaller parts -Add and subtract fractions using number lines, improper fractions/equivalent fractions, and models			