

**Ouachita River School District**  
**UNIT PLAN**

Teacher: E Bergum Subject: Math Grade Level: 4th Date: 1<sup>st</sup> 9 weeks part 1 Appx Length (Days): \_\_\_\_\_

<b>UNIT TITLE:</b> Number and Operations in Base 10 Place Value and adding and subtracting whole numbers	<b>Student Learning Objectives:</b> <i>What Will the Student Know and Be Able to Do Successfully by the End of This Unit?</i>  <b>The Student Will –Develop an understanding and fluency of multiplication and division facts</b>
<b>AR Academic Mathematics Standards: <i>Include Essential Learnings!</i></b>  <b>AR.Math.Content: 4 NBT .A.1</b>  <b>AR.Math.Content: 4 NBT.A.2</b>  <b>AR.Math.Content:4 NBT.A.3</b>  <b>AR.Math.Content: 4 NBT.B.4</b>	<b>The Student Will –Develop an understanding and use the four operations with whole numbers and to solve problems.</b>  <b>The Student Will –Develop an understanding and use place value for multi-digit numbers.</b>
<b>Necessary Prerequisite Skills: <i>What will the Student Need to Know at the Beginning of This Unit?</i></b>  <i>Addition and subtraction facts, place value</i>	<b>Interventions: <i>What are My Plans for Intervening when Students are not Successful on Daily or Interim Assessments?</i></b>  <ol style="list-style-type: none"> <li><b>1. One on one with teacher.</b></li> <li><b>2. Small group intervention</b></li> </ol>
<b>Essential Questions/ Big Ideas: <i>Enduring Understanding, Relevance to Students, Overarching Objectives</i></b>  1. Students should be able to explain how the moving of a digit changes its value.	<b>Math Practice Standards</b> standard 1: make sense of problems & persevere in solving them standard 2: reason abstractly & quantitatively standard 3: construct viable arguments & critique the reasoning of others standard 4: model with mathematic standard 5: use appropriate tools strategically standard 6: attend to precision

2.Students should be able to explain when to compare real world numbers.		standard 7: look for & make use of structure standard 8: look for & express regularity in repeated reasoning	
3.Students should be able to show how numbers are related to each other.			
<b>Learning Activities: <i>What Will the Teacher DO to Accomplish the Student Learning Objectives?</i></b>  <b>Model lesson activities</b>  <b>Cooperative groups</b>  <b>Independent practice</b>		<b>V O C A B U L A R Y</b>	<b>Digit, place value, period, number line, standard form, expanded form, word form</b>
			<b>Resources/Technology: <i>List of Websites, Read Aloud Books, Games &amp; etc.</i></b>  <b>Moby Max</b> <b>Math Facts in a Flash</b> <b>Text book website</b>
<b>Assessments Type: <i>How Will I Know the Student Has Been Successful?</i></b>			
<b>Daily/Exit Ticket</b>	<b>Interim:</b>	<b>Formative:</b>	

<b>Quick check</b>	<b>Mid chapter check</b>	<b>Chapter test</b>
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