Curriculum and Instruction – Mathematics

Quarter: 2 **Grade: 4**

Mathematics
Grade 4- Year at a Glance
2019-2020

Q1		Q2		Q3		Q4		
Module 1 Aug 19- Sept 10	Module 2 Sept 11- Sept 19	Module 3 Sept 23-Nov 18	Module 4 Nov 19- Dec 19	Module 5 Jan 6- Mar 9	Module 6 Mar 10-April 9	Module 7 Apr 13-Apri 16 (Lessons 1-8 only)	TN READY April 13- May 8	Module 7 April 27-May 22
Place Value, Rounding and Algorithms for Addition and Subtraction	Unit Conversion and Problem Solving with Metric Measurements	Multi-Digit Multiplication and Division	Angle Measure and Plane Figures	Fraction Equivalence, Order and Operations	Decimal Fractions	Exploring Measurement and Multiplication		Material covered after April 12th is an extension of 4th grade standards or review of previously taught skills
4.OA.A.3	4.MD.A.1	4.OA.A.1	4.MD.C.5	4.NF.A.1	4.NF.C.5	4.OA.A.1		4.OA.A.1
4.NBT.A.1	4.MD.A.2	4.OA.A.2	4.MD.C.6	4.NF.A.2	4.NF.C.6	4.OA.A.2		4.OA.A.2
4.NBT.A.2		4.OA.A.3	4.MD.C.7	4.NF.B.3	4. NF.C.7	4.OA.A.3		4.OA.A.3
4.NBT.A.3		4.OA.B.4	4.G.A.1	4.NF.B.4	4.MD.A.2	4.MD.A.1		
4.NBT.B.4		4.NBT.B.5	4.G.A.2	4.OA.C.5		4.MD.A.2		
		4.NBT.B.6	4.G.A.3	4.MD.B.4				
		4.MD.A.3						

Key: **Major Content** | **Supporting Content**

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on the needs of their students.

Use the instructional map and Digital Suite resources as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions
Pacing and Preparation Guide (Omissions)

Introduction

Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

What will success look like?

In order to achieve these ambitious goals, we must collectively work to provide our students with high quality, college and career ready aligned instruction. The Tennessee State Standards provide a common set of expectations for what students will know and be able to do at the end of a grade. The State of Tennessee provides two sets of standards, which include the Standards for Mathematical Content and The Standards for Mathematical Practice. The Content Standards set high expectations for all students to ensure that Tennessee graduates are prepared to meet the rigorous demands of mathematical understanding for college and career. The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that educators seek to develop in all students. The Tennessee State Standards also represent three fundamental shifts in mathematics instruction: **focus, coherence and rigor**.

Throughout this curriculum map, you will see resources as well as links to tasks that will support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around the content standards and mathematical practice standards that teachers should consistently access. For a full description of each, click on the links below.

Tennessee Mathematics Content Standards

Standards for Mathematical Practice

Literacy Skills for Mathematical Proficency

How to Use the Maps

Overview
An overview is provided for each quarter and includes the topics, focus standards, intended rigor of the standards and foundational skills needed for success of those standards.

Your curriculum map contains four columns that each highlight specific instructional components. Use the details below as a guide for information included in each column.

Tennessee State Standards
TN State Standards are located in the left column. Each content standard is identified as Major Content or Supporting Content. A key can be found at the bottom of the map.

Content
This section contains learning objectives based upon the TN State Standards. Best practices tell us that clearly communicating measurable objectives lead to greater student understanding. Additionally, essential questions are provided to guide student exploration and inquiry.

Instructional Support
District and web-based resources have been provided in the Instructional Support column. You will find a variety of instructional resources that align with the content standards. The additional resources provided should be used as needed for content support and scaffolding.

Vocabulary and Fluency
The inclusion of vocabulary serves as a resource for teacher planning and for building a common language across K-12 mathematics. One of the goals for Tennessee State Standards is to create a common language, and the expectation is that teachers will embed this language throughout their daily lessons. In order to aid your planning, we have also included a list of fluency activities for each lesson. It is expected that fluency practice will be a part of your daily instruction. (Note: Fluency practice is not intended to be speed drills, but rather an intentional sequence to support student automaticity. Conceptual understanding must underpin the work of fluency.

Instructional Calendar
As a support to teachers and leaders, an instructional calendar is provided ***as a guide***. Teachers should use this calendar for effective planning and pacing, and leaders should use this calendar to provide *support* for teachers. Due to variances in class schedules and differentiated support that may be needed for students' adjustment to the calendar may be required.

Grade 4 Quarter 2 Overview

Module 3: Multi-digit Multiplication and Division
Module 4: Angle Measures and Plane Figures

The chart below includes the standards that will be addressed in this quarter, the type of rigor the standards address, and foundational skills needed for mastery of these standards. Consider using these foundational standards to address student gaps during intervention time as appropriate for students.

Focus Grade Level Standard	Type of Rigor	Foundational Standards
4.OA.A.3	Conceptual Understanding Application	3.OA.B.6, 3.OA.D.8, 3.NBT.A.2, 4.NBT.A.3, 4.NBT.B.6
4.OA.B.4	Procedural Skill and Fluency	3.OA.B.5, 3.OA.B. 6, 3.OA.C.7
4.NBT.B.5	Conceptual Understanding Procedural Skill and Fluency	2.NBT.A.1, 3.NBT.A.3, 3.NBT.A.2, 3.OA.B.5, 3.OA.C.7, 4.NBT.A.1, 4.NBT.B.5
4.NBT.B.6	Conceptual Understanding Procedural Skill and Fluency	3.OA.B.5, 3.OA.B.6, 3.OA.C.7, 3.NBT.A.2, 4.NBT.A.1, 4.NBT.B.5, 4.NBT.B.6,
4.MD.C.5	Conceptual Understanding	Introductory
4.MD.C.6	Procedural Skill and Fluency	4.MD.C.5
4.MD.C.7	Conceptual Understanding/Application, Procedural Skill and Fluency	4.MD.C.5, 1.OA.A.1, 1.OA.D .8
4.G.A.1	Conceptual Understanding Procedural Skill and Fluency	2.G.A.1.1, 3.G.A.1
4.G.A.2	Procedural Skill and Fluency	3.G.A.1, 4.G.A.1
4.G.A.3	Conceptual Understanding	1.G.A.2
Indicates Power Standard (2017-2018)		
Instructional Focus Document – Grade 4		

■Major Work ➢ Supporting Standards

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Module 3: Multi-digit Multiplication and Division			
Domain: Numbers and Operations in Base Ten **Cluster:** Use place value understanding and properties of operations to perform multi-digit arithmetic ■ **4.NBT.B.6** Find whole-number quotients and remainders with up to four dividends and one- digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	. **Essential Questions** • How can you use place value and patterns to help you divide mentally? • What does it mean when you divide, and some are left over? • What do you do when there are not enough hundreds to divide? • How can you use multiplication to find all the factors of a number? • How can you sort numbers by their factors? • What hidden questions lie within a multiple-step problem? **Topic E: Division of Tens and Ones with Successive Remainders** **Learning Targets/Objectives:** **Lesson 17:** I can represent and solve division problems requiring decomposing a remainder in the tens. **(4.NBT.B.6)** **Lesson 18:** I can find whole number quotients and remainders. **(4.NBT.B.6)** **Lesson 19:** I can explain remainders by using place value understanding and models. **(4.NBT.B.6)**	Eureka Parent Newsletter- Topic E Optional Quiz: Topic E **Pacing Considerations** Combine lessons 17 and 18. Omit Lesson 19, and instead, embed discussions of interpreting remainders into other division lessons. Omit Lesson 21 because students solve division problems using the area model in Lesson 20. Using the area model to solve division problems with remainders are not specified in the progressions documents. **Suggestions for combining:** **Lessons 17 and 18** **Fluency** Fluency titles are the same for both lessons. (teacher choice). The fluency not selected can be use on a flex day. **Application Problem** Complete Lesson 17 Application Problem **Concept Development** Teach Lesson 17 Problem 1 and 2 with Lesson 18 Teacher Lesson 17 Problem 3 with Lesson Problem 2 **Problem Set** Lesson 17- Decide on a pair of problem from	**Vocabulary** Associative property, composite number, distributive property, divisible, divisor, formula, long division, partial product, prime number, remainder **Familiar Terms and Symbols** Algorithm, Area, Area model, Array, bundling, grouping, reaming, changing, compare, distribute, divide, division, equation, factors, mixed units, multiple, multiply, multiplication, perimeter, place value, product, quotient, rectangular array, rows, columns, times as many__as ____ **Additional resources for enrichment/ Remediation** Remediation Guide Ready teacher- toolbox aligned lessons • Lesson 12: Divide Whole Numbers Zearn Lessons- Mission 3 Lesson 14- That's what's left Lesson 15- All that Remains Lesson 16- Divisible Disks Lesson 17- Ten is not the end Lesson 18- Divide those Numbers Lesson 19- Shell it Out

Curriculum and Instruction – Mathematics

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	Lesson 20: I can solve division problems without remainders using the area model. **(4.NBT.B.6)** **Lesson 21:** I can solve division problems with remainders using the area model. **(4.NBT.B.6**	Lesson 17 which mimic the Exit Ticket Choice – complete 1-4 or 5 and 6 Lesson 18- Choose the problems that have remainders **Debrief/ Exit Ticket** Lesson 17 and 18 (ALL)	Lesson 20- Break and Build embarc.online- Module 3 **Videos:** • Solve division problems: using a picture model • Solve division problems: using arrays • Use place value understanding to solve division problems involving up to 4 digit dividends by 1 digit divisors that have remainders **I-Ready Lessons** • Relating Division and Multiplication • Divide Whole Numbers **Task Bank** • Mental Division Strategy Carnival Tickets
Domain: Operations and Algebraic Thinking **Cluster:** Gain familiarity with factors and multiples ■ **4.OA.B.4** Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	**Topic F: Reasoning with Divisibility** **Objectives/Learning Targets** **Lesson 22**: I can find factor pairs for numbers to 100, and use understanding of factors to define prime and composite. **(4.OA.B.4)** **Lesson 23**: I can use division and the associative property to test for factors and observe patterns. **(4.OA.B.4, 4.OA.C.5)** **Lesson 24**: I can determine if a whole number	Eureka Parent Newsletter- Topic F Optional Quiz- Topic F **Pacing Considerations:** No pacing adjustments recommended	**Additional instructional resources for enrichment/remediation** Remediation Guide Ready teacher- toolbox aligned lessons • **Lesson 7:** Multiples and Factors Zearn lessons- Mission 3 Lesson 22: Two of a Kind Lesson 23: Factor Finder Lesson 24: Mighty Multiples Lesson 25: So Prime embarc.online- Module 3

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
	is another multiple of another number. **(4.OA.B.4, 4.OA.C.5)** **Lesson 25**: I can explore properties of prime and composite numbers to 100 by using multiples. **(4.OA.B.4, 4.OA.C.5)**		**Videos** • Determine if a number is prime or composite using area models • Find all the factor pairs of a number using area models **I-Ready Lessons** • Finding Multiples • Prime and Composite Numbers • Finding Factors • Identifying Multiples **Task Bank** • The Locker Game • Identifying Multiples • Multiples of 3,6 and 7
Domain: Operations and Algebraic Thinking **Cluster:** Use the four operations with whole numbers to solve problems. ■ **4.OA.A.2** Multiply or divide to solve contextual problems involving multiplicative comparison, and distinguish multiplicative comparison. For example, school A has 300 students and school B has two times as many students is an example of multiplicative comparison; to say that school B has 300 more students is an example of additive comparison. ■ **4.OA.A.3** Solve multistep contextual word problems posed with whole numbers and having whole number answers using the four operations, including problems in which	**Topic G: Division of Thousands, Hundreds Tens, and Ones** **Objectives/Learning Targets** **Lesson 26:** I can divide multiples of 10, 100, and 1,000 by single-digit numbers. **(4.OA.A.2, 4.NBT.B.6)** **Lesson 27:** I can represent and solve division problems with up to a three-digit dividend numerically and with place value disks requiring decomposing a remainder in the hundreds place. **(4.NBT.B.6)** **Lesson 28:** I can represent and solve three-	Eureka Parent Newsletter- Topic G Optional Quiz- Topic G **Pacing Considerations:** Combine lessons 27 and 28. Using the area model to solve division problems with remainders is not specified in the Progressions documents. Omit Lesson 31, and instead, embed analysis of division situations throughout later lessons. Omit Lesson 33 and embed into Lesson 30 the discussion of the connection between division using the area model and division using the algorithm. Look ahead to the pacing suggestions for Module 4. Suggestions for combining: **Lessons 27 and 28**	**Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons • Lesson 12: Divide Whole Numbers Zearn Lessons- Mission 3 Lesson 26: All my single digits Lesson 27: Side by Side Lesson 28: Real World Division Lesson 29: The Great Divide Lesson 30: Zero to Hero Lesson 31: Decoding Division Lesson 32: Are you my remainder?

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental com- computation and estimation strategies including rounding. ■**4.NBT.B.6** Find whole- number quotients and remainders with up to four- digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	digit dividend division with divisors of 2, 3, 4, and 5 numerically. **(4.NBT.B.6)** **Lesson 29:** I can represent numerically four-digit dividend division with divisors of 2, 3, 4, and 5, decomposing a remainder up to three times. **(4.OA.A.3, 4.NBT.B.6)** **Lesson 30:** I can solve division problems with a zero in the dividend or with a zero in the quotient. **(4.NBT.B.6)** **Lesson 31:** I can interpret division word problems as either number of groups unknown or group size unknown. **(4.OA.A.3)** **Lesson 32:** I can interpret and find whole number quotients and remainders to solve one-step division word problems with larger divisors of 6, 7, 8, and 9. **4.NBT.B.6)** **Lesson 33:** I can explain the connection of the connection of the area model of division algorithm for three and four digit dividends. **(4.NBT.B.6)**	**Fluency** Lesson 27 Sprint Lesson 27- Divide with place value disks Lesson 28- Divide different units **Application Problem** Lesson 27 Application Problem Lesson 28 application can be used for enrichment, small group, of flex day **Concept Development** Teach Lesson 27 Problem 1 and 2 Teach Lesson 28 Problem 1 and 2 **Problem Set** For Lesson 27 choose problems that are similar to concept development Problem 1 and 2 (Exit Ticket) which includes regrouping in the hundreds but only 1 left to decompose 1 hundred for 10 tens (select up to 3 problems) For Lesson 28 for Problem 1, choose a few problems that are similar to concept development Problems 1 and 2 and complete Problem 2 from the Problem Set **Exit Ticket** Lesson 27 and 28 For Exit Ticket Lesson 28 choose Problem 1 a or 1 b and do Problem 2	[embarc.online- Module 3] **Videos** • Solve division problems: using a picture model • Solve division problems: using arrays • Interpret the remainder of a division problem • Solve division problems with remainders using the standard algorithm **I-Ready Lessons** • Relating Division to Multiplication • Divide Whole Numbers • Dividing Whole numbers • Solve Multi-Step Problems **Task Bank** Carnival Tickets

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Number and Operations in Base Ten **Cluster:** Use place value understanding and properties of operations to perform multi-digit arithmetic.	**Topic H:** Multiplication of Two-Digit by Two-Digit Numbers **Objectives/Learning Target** **Lesson 34:** I can multiply two-digit multiples of 10 by two-digit numbers using a place value chart. **(4.NBT.B.5)** **Lesson 35:** I can multiply two-digit multiples of 10 by two-digit numbers using the area model. **(4.NBT.B.5)** **Lesson 36:** I can multiply two-digit by two-digit numbers using four partial products. **(4.NBT.B.5)** **Lesson 37-38:** I can transition from four partial products to the standard algorithm for two-digit by two-digit multiplication. **(4.NBT.B.5)** **End of Module Assessment**	Eureka Parent Newsletter- Topic H Optional Quiz- Topic H **Pacing Considerations**: Lesson 37-38 may be combined. If students are struggling, teach the lessons separately. **Suggestions for combining** **Lesson 37 and 38** **Fluency** Choose either Lesson 37 or 38 as the fluencies are the same **Application Problem** Complete Lesson 37 Lesson 38 Application problem can be used for flex day, enrichment or small group **Concept Development** Teach Lesson 37- Teach Problem 1 Teach problem 2 and 3, Lesson 37 with Lesson 38, problem 1 Teach problem 4, Lesson37 with lesson 38, problem 2 and 3 **Problem Set** Lesson 37- 1,2,4c, 4d Lesson 38- 5,6 7	**Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons • Lesson 11:Multiply Whole Numbers Zearn- Mission 3 **Lesson 34:** Freedom of Association **Lesson 35:** Tens and Ones Split **Lesson 36:** Area Modeling **Lesson 37:** The Two Step Embarc.online.com- Module 3 **Videos:** • Use an area model to multiply a three-digit number by a one-digit number. **I-Ready Lessons:** • Multiplying two-digit numbers by one-digit numbers • Multiplying two-digit numbers by Two-Digit Numbers **Task Bank** Threatened and Endangered

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
		Debrief/Exit Ticket Lessons 37-38	
Module 4: Angle Measure and Plane Figures			
Domain: Geometry **Cluster:** Draw and identify lines and angles and classify shapes by properties of their lines and angles. ➢ **4.G.A.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse, straight, reflex), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**Essential Questions** • What geometric terms describe types of angles? • How can you draw an angle? **Topic A: Lines and Angles** **Objectives/Learning Targets** **Lesson 1:** I can Identify and draw points, lines, line segments, rays, and angles. Recognize them in various contexts and familiar figures. **(4.G.A.1)** **Lesson 2:** I can use right angles to determine whether angles are equal to, greater than, or less than right angles. Draw right, obtuse, and acute angles. **(4.G.A.1)** **Lesson 3:** I can identify, define, and draw perpendicular lines. **(4.G.A.1)** **Lesson 4:** I can identify, define and draw parallel lines. **(4.G.A.1)**	Eureka Parent Newsletter- Topic A Optional Quiz- Topic A **Pacing Considerations:** No pacing adjustments recommended	**Vocabulary** acute angle, acute triangle, adjacent angle, arc, angle, collinear, complimentary, degree, diagonal, equilateral, figure, interior of angle, intersecting lines, isosceles triangle, length of arc, line, line of symmetry, line segment, obtuse angle, obtuse triangle, parallel, perpendicular, point, protractor, ray, right angle, right triangle, scalene triangle, straight angle, supplementary angles, triangle, vertex, vertical angles, **Familiar Terms and Symbols** Decompose, Parallelogram, polygon, quadrilateral, rectangle, rhombus, square, sum, trapezoid **Additional instructional resources for enrichment/remediation** Remediation Guide Ready teacher-toolbox aligned lessons: • Lesson 31- Points, Lines, Rays, and Angles

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			Zearn Lessons- Mission 4 Lesson 1: Points, Lines, and Rays! Oh My! Lesson 2: All Right with Me Lesson 3: Two Lines Make a Right Lesson 4: Can't Touch This! embarc.online- Module 4 **Videos:** • Draw points, lines, and line segments • Label and name points, lines, rays and angles using math notation • Classify and draw various types of angles

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Measurement and Data **Cluster**: Geometric measurement: understand concepts of angle and angle measures. ➢**4.MD.C.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees ➢**4.MD.C.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	**Topic B: Angle Measurement** **Objectives/Learning Targets** **Lesson 5:** I can use a circular protractor to understand a 1-degree angle as $\frac{1}{360}$ of a turn. Explore benchmark angles using the protractor. **(4. MD.C.5, 4. MD.C.6)** **Lesson 6:** I can use varied protractors to distinguish angle measure from length measurement. **(4. MD.C.5a, 4. MD.C.6)** **Lesson 7:** I can measure and draw angles. Sketch given angle measures and verify with a protractor. **(4. MD.C.6)** **Lesson 8:** I can identify and measure angles as turns and recognize them in various contexts. **(4. MD.C.5)** **Mid- Module Assessment**	Eureka Parent Newsletter- Topic B Optional Quiz- Topic B **Pacing Considerations:** No pacing considerations at this time.	**Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons • Lesson 28- Understand Angles • Lesson 29-Measure and Draw Angles Zearn Lessons- Mission 4 **Lesson 6:** To a Degree **Lesson 7:** Make and Measure **Lesson 8:** Turn, Turn, Turn embarc.online- Module 4 **Videos** • Introduction to protractors • Measure angles to the nearest degree with protractors **I-Ready Lessons:** • Add and Subtract Angle Measures • Using a Protractor

Curriculum and Instruction – Mathematics

Quarter: 2 Grade: 4

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Measurement and Data **Cluster**: Geometric measurement: understand concepts of angle and measure angles. ➢**4.MD.C.7** Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	**Topic C:** Problem Solving with the Addition of Angle Measures **Objectives/Learning Targets** **Lesson 9:** I can decompose angles using pattern blocks. **(4.MD.C.7)** **Lessons 10-11:** I can use the addition of adjacent angle measures to solve problems using a symbol for the unknown angle measure. **(4.MD.C.7)**	Eureka Parent Newsletter- Topic C Optional Quiz- Topic C **Pacing Considerations:** No pacing considerations at this time.	**Additional instructional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons • Lesson 30-Add and Subtract with Angles Zearn Lessons- Mission 4 Lesson 9: Sum Angles Lesson 10: The Great Angle Mystery embarc.online- Module 4 **Videos** Compose and decompose angles **I-Ready Lessons:** • Add and Subtract Angle Measures

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
Domain: Geometry **Cluster**: Draw and identify lines and angles and classify shapes by properties of their lines and angles. ➢ **4.G.A.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse, straight, reflex), and perpendicular and parallel lines. Identify these in two-dimensional figures. ➢ **4.G.A.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category and identify right triangles. ➢ **4.G.A.3** Recognize and draw lines of symmetry for two-dimensional figures.	**Topic D: Two-dimensional Figures and Symmetry** **Objectives/Learning Targets** **Lesson 12:** I can recognize lines of symmetry for given two-dimensional figures. Identify line-symmetric figures and draw lines of symmetry. **(4.G.A.3)** **Lesson 13:** I can analyze and classify triangles based on side length, angle measure, or both. **(4.G.A.2, 4.G.A.3)** **Lesson 14:** I can define and construct triangles from given criteria. Explore symmetry in triangles. **(4.G.A.1, 4.G.A.2, 4.G.A.3)** **Lesson 15:** I can classify quadrilaterals based on parallel and perpendicular lines and the presence or absence of angles of a specified size. **(4.G.A.1, 4.G.A.2)** **Lesson 16:** I can reason about attributes to construct quadrilaterals on square or triangular grid paper. **(4.G.A.1, 4.G.A.2)** **End of Module Assessment**	Eureka Parent Newsletter- Topic D **Optional Quiz- Topic D** **Pacing Considerations:** No pacing recommendations at this time.	**Additional resources for enrichment/remediation:** Remediation Guide **Ready-teacher toolbox aligned lessons** • Lesson 32-Classify Two Dimensional Figures • Lesson 33- Symmetry **Zearn lessons- Mission 4** Lesson 12: So Symmetrical Lesson 13: Name That Triangle Lesson 14: What's Your Angle Lesson 15: Four Sides- Four Angles **embarc.online-Module 4** **Videos:** • **Identify line symmetry in regular polygons** **I-Ready Lessons** • Concepts of Symmetry • Line Symmetry

SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 4

RESOURCE TOOLKIT

The Resource Toolbox provides additional support for comprehension and mastery of grade-level skills and concepts. These resources were chosen as an accompaniment to modules taught within this quarter. Incorporated materials may assist educators with grouping, enrichment, remediation, and differentiation.

Textbook Resources

Great Minds' Eureka Math

TN State Standards/CCSS

TN Math Standards
Achieve the Core

Videos

Scholastic Math Study
Jams
LearnZillion
Khan Academy

Interactive Manipulatives

http://www.eduplace.com/
Illuminations Resources for Teaching Math
Interactive Sites for Educators
Math Playground: Common Core Standards
PARCC Games
Virtual Manipulatives
IXL MATH
Thinking Blocks: Computer and Ipad based programs

Additional Sites

http://www.k-5mathteachingresources.com/5th-grade-number-activities.html
Edutoolbox Resources
Illustrated Mathematics Dictionary for Kids
Parent Roadmap: Supporting Your Child in Grade 5 Mathematics

Other:

Use this guide as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions.

Pacing and Preparation Guide (Omissions)

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 4

October 2019

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
	30	1	2	3	4	**Flex Day Options Include:** ***Standard***- Suggested standard(s) to review for the day (*-denotes a Power Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace. ***Other***- This includes assessments, review, re-teaching, etc.
	7	8	9	10 **1st Quarter Ends**	11	
	14	15	16	17	18	
Module 3 **Omit Lessons 19 and 21**	21 Topic E Combine lessons 17 and 18 **2nd Quarter Begins**	22 Topic E Lesson 20	23 Topic F Lesson 22	24 Topic F Lesson 23	25 Flex Day Options **4.NBT.B.6** **Pacing** **Other**	Optional Quizzes: Module 3 Topic E Topic F Topic G (Quizzes should not take more than 15 minutes to administer)
Module 3	28 Topic E Lesson 24	29 Topic F Lesson 25	30 Topic G Lesson 26	31 Topic G Combine lessons 27 and 28 *Halloween*	1	

Fall Break

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 4

November 2019

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
					1 Flex Day Options **4.OA.B.4*** **4.OA.C.5*** **Pacing** **Other**	**Flex Day Options Include:** ***Standard***- Suggested standard(s) to review for the day (*-denotes a Power Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace. ***Other***- This includes assessments, review, re-teaching, etc. Optional Quizzes: Module 3 Topic G Topic H Optional Quizzes: Module 4 Topic A (Quizzes should not take more than 15 minutes to administer)
Module 3 **Omit lessons 31 and 32**	**4** Topic G Lesson 29	**5** Topic G Lesson 30	**6** Topic G Lesson 32	**7** Topic H Lesson 34	**8** ***½ day for students*** Flex Day Options **4.NBT.B.6** **Pacing** **Other**	
Module 3	**11** ***Veteran's Day (Out)***	**12** Topic H Lesson 35	**13** Topic H Lesson 36	**14** Topic H Combine lessons 37 and 38	**15** Flex Day Options **4.NBT.B.5** **Pacing** **Other**	
Module 4	**18** **End of Module Assessment**	**29** Topic A Lesson 1	**20** Topic A Lesson 2	**21** Topic A Lesson 3	**22** Flex Day Options **4.G.A.1** **Pacing** **Other**	
	25 PD FLEX DAYS	**26**	**27** Thanksgiving Break	**28**	**29**	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.

SHELBY COUNTY SCHOOLS 2018-2019 MATHEMATICS INSTRUCTIONAL CALENDAR – GRADE 4

December 2019

Suggested Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 4	**2** Topic B Lesson 7	**3** Topic B Lesson 8	**4** **Mid Module Assessment**	**5** Topic H Lesson 9	**6** Flex Day Options **4.MD.C.6** **4.MD.C.5** **Pacing** **Other**	**Flex Day Options Include:** ***Standard***- Suggested standard(s) to review for the day (*-denotes a Power Standard) ***Pacing*** – Use this time to adjust instruction to stay on pace. ***Other***- This includes assessments, review, re-teaching, etc. Optional Quizzes: Module 4 Topic A Topic B Topic C Topic D (Quizzes should not take more than 15 minutes to administer)
Module 4	**9** Topic C Lesson 10	**10** Topic C Lesson 11	**11** Topic D Lesson 12	**12** Topic D Lesson 13	**13** Flex Day Options **4.MD.C.7** **4.G.A.1** **4.G.A.2** **Pacing** **Other**	
Module 4	**16** Topic D Lesson 14	**17** Topic D Lesson 15	**18** Topic D Lesson 16	**19** **End of Module Assessment**	**20** **½ day for students** **2nd Quarter Ends**	
	23 Winter Break	**24**	**25**	**26**	**27**	
	30 Winter Break	**31**	1	2	3	

Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on their individual class needs.