Mathematics
Grade 4 – Year at a Glance
2018 - 2019

Q1   Q2   Q3   Q4

Module 1 Aug. 6 – Sept. 7	Module 2 Sept. 11- 18	Module 3 Sept. 18 – Nov.15	Module 4 Nov. 16 – Dec. 17	Module 5 Jan. 7 – Mar. 1	Module 6 Mar. 4 – Apr. 9	Module 7 Apr.10-18 Lessons 1-8 only		Module 7 (con't) Apr. 22 - May23
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 with Multiplication	TN Ready Testing Window	Material covered after April 9th 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.A.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.A.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		*Additional
		4.NBT.B.6	4.G.A.3	4.MD.B.4				standards – see
		4.MD.A.3						curriculum map

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

Pacing and Preparation Guide (Omissions)

■ Major Content   ➤ Supporting Content

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?

80% of seniors will be college-or career-ready

90% of students will graduate on time

100% of college-or career-ready graduates enroll in post-secondary opportunities

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**.

Instructional Shifts for Mathematics

Focus

Coherence

Rigor
- Conceptual Understanding
- Procedural Fluency
- Application

■ Major Content   ➢ Supporting Content

The **Standards for Mathematical Practice** describe varieties of expertise, habits of minds and productive dispositions that mathematics educators at all levels should seek to develop in their students. These practices rest on important National Council of Teachers of Mathematics (NCTM) "processes and proficiencies" with longstanding importance in mathematics education. Throughout the year, students should continue to develop proficiency with the eight Standards for Mathematical Practice. The following are the eight Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of them.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This curriculum map is designed to help teachers make effective decisions about what mathematical content to teach so that ultimately our students can reach Destination 2025. 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
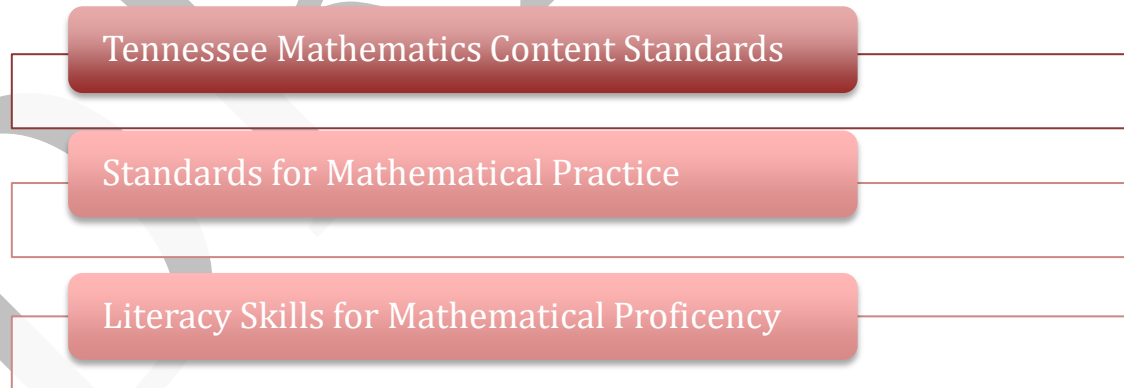
Structure of the Standards

■ Major Content   ➢ Supporting Content

Structure of the TN State Standards include:

- **Content Standards** - Statements of what a student should know, understand, and be able to do.

- **Clusters** - Groups of related standards. Cluster headings may be considered as the big idea(s) that the group of standards they represent are addressing. They are therefore useful as a quick summary of the progression of ideas that the standards in a domain are covering and can help teachers to determine the focus of the standards they are teaching.

- **Domains** - A large category of mathematics that the clusters and their respective content standards delineate and address. For example, Number and Operations – Fractions is a domain under which there are a number of clusters (the big ideas that will be addressed) along with their respective content standards, which give the specifics of what the student should know, understand, and be able to do when working with fractions.

- **Conceptual Categories** – The content standards, clusters, and domains in the 9th-12th grades are further organized under conceptual categories. These are very broad categories of mathematical thought and lend themselves to the organization of high school course work. For example, Algebra is a conceptual category in the high school standards under which are domains such as Seeing Structure in Expressions, Creating Equations, Arithmetic with Polynomials and Rational Expressions, etc.

■Major Content   ➢ Supporting Content

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.

■ Major Content   ➢ Supporting Content

Quarter 4 Overview

Module 6: Decimal Fractions

Module 7: Exploring Measurement with Multiplication

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	Explicit Components of Rigor	Foundational Standards
4.NF.C.5	Conceptual Understanding	4.NF.A.1, 4. NF.B.3
4.NF.C.6	Conceptual Understanding	Introductory
4.NF.C.7	Conceptual Understanding	4.NF.A.2, 4. NF.C.6
4.MD.A.2	Conceptual Understanding, Application	4.MD.A.1, 4. NF.C.5, 4. NF.C.6, 4. NF.B.4
4.MD.A.1	Conceptual Understanding, Procedural Skill and Fluency	2.MD.A.1, 3.MD.A.2, 3.OA.C.7, 3.OA.A.4
4.OA.A.1	Conceptual Understanding	3.OA.A.1, 3. OA.A.3,
4.OA.A.2	Application	3.OA.A.3
4.OA.A.3	Conceptual Understanding, Application	3.OA.D.8, 4.NBT.A.3, 4.NBT. B.6

■Major Content   ➢ Supporting Content

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
		Module 6: Decimal Fractions	
Domain: Number and Operations - Fractions Cluster: **Understand** decimal notation for fractions, and compare decimal fractions ■4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*	**Topic B: Tenths and Hundredths** Objectives/Learning Targets **Lesson 4:** *I can* use meters to model the decomposition of one whole into hundredths. Represent and count hundredths. **(4.NF.C.5, 4. NF.C.6,** 4.MD.A.1) **Lesson 5:** *I can* model the equivalence of tenths and hundredths using the area model and number disks. **(4.NF.C.5, 4. NF.C.6,** 4.NBT.A.1, 4.NF.A.1) **Lesson 6:** *I can* use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms. **(4.NF.C.5, 4. NF.C.6**) **Lesson 7:** *I can* model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded forma and on the place value chart. **(4.NF.C.5, 4. NF.C.6,** 4.NBT.A.1) **Lesson 8:** *I can* use understanding of fraction equivalence to investigate decimal numbers on the place value chart	**Eureka Parent Newsletter- Topic B** **Pacing Considerations:** No pacing considerations at this time. **Additional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons** • **Lesson20 - Fractions as Tenths and Hundredths** **embarc.online- Module 6** **Zearn Lessons-Mission 6** Lesson 4: From Tenths to Hundredths Lesson 5: Same Value, Different Name Lesson 6: Zoom! Plot! Lesson 7: Expand Lesson 8: Ones, Tenths, Hundredths, Oh My**!** **Videos:** • **Convert fractions into**	**Fluency Practice:** **Lesson 4** Sprint: Write Fractions Decimals Count by Tenths **Lesson 5:** Divide by 10 Write Decimal or Fraction Count by Tenths and Hundredths **Lesson 6:** Count by Hundredths Write Decimal of Fraction, Break apart Hundredths **Lesson 7** Count by Hundredths Write Decimal of Fraction Write the Mixed Number **Lesson 8:** Sprint: Write Fractions and Decimals, Expanded Form

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
	expressed in different units. **(4.NF.C.5, 4. NF.C.6,** 4.NBT.A.1, 4.NF.A.1)	**decimals to the tenths place** • **Convert decimals to fractions to the hundredth place using visual aids** • **Convert fractions into decimals to hundredths place** **I-Ready Lessons:** • Fractions as Tenths and Hundredths **Task Bank:** **Tenths and Hundredths** **Expanded Fractions and Decimals**	
Domain: Number and Operations - Fractions Cluster: **Understand** decimal notation for fractions, and compare decimal fractions ■ 4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	**Topic C: Decimal Comparison** Objectives/Learning Targets **Lesson 9:** *I can* use the place value chart and metric measurement to compare decimals and answer comparison questions. **(4.NF.C.7, 4.MD.A.1, 4. MD.A.2)** **Lesson 10:** *I can* use area models and the number line to compare decimal numbers, and record comparisons using <,>, and =. **(4.NF.C.7)** **Lesson 11:** *I can* compare and order mixed numbers in various forms. **(4.NF.C.7)**	**Eureka Parent Newsletter- Topic C** **Pacing Considerations:** No pacing considerations at this time. **Additional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons** • **Lesson22- Compare Decimals** **embarc.online- Module 6** **Zearn Lessons-Mission 6** Lesson 9: PVS, Easy as 0.1,0.2,0.3 Lesson 10: Compare with Flair	**Fluency Practice:** **Lesson 9:** Decompose Larger Units, Decimal Fraction Equivalence, Rename the Decimal **Lesson 10:** Decompose Larger Units, Decimal Fraction Equivalence, Rename the Decimal **Lesson 11:** Expanded Form, Rename the Decimal, Compare Decimal Numbers

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
		Videos: • [Compare two decimals to the hundredths place using fraction models](#) **I-Ready Lessons:** • Comparing and Ordering Decimal Numbers • Compare and Order Decimal Numbers with Number Lines **Task Bank:** **Using Place Value**	
Domain: Number and Operations - Fractions **Cluster: Understand** decimal notation for fractions, and compare decimal fractions. ■ 4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* '	Topic D: Addition with Tenths and Hundredths Objectives/Learning Targets **Lesson 12:** *I can* apply understanding of fraction equivalence to add tenths and hundredths. **(4.NF.C.5,** 4.NF.3c) **Lesson 13:** *I can* I can add decimal numbers by converting to fraction form. **(4.NF.C.5, 4.NF.C.6,** 4.NF.3c) **Lesson 14:** *I can* solve word problems involving the addition of measurements in decimal form. **(4.NF.C.5, 4.NF.C.6,** 4.NF.3c)	**Eureka Parent Newsletter-Topic D** **Pacing Considerations:** Omit lesson 14 **Additional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons** • **Lesson20 - Fractions as Tenths and Hundredths** **embarc.online- Module 6**	**Fluency Practice:** **Lesson 12:** Add and Subtract, Compare Decimal Numbers, Order Decimal Numbers **Lesson 13:** Order Decimal Numbers, Write in Decimal and Fraction Notation **Lesson 14:** State the Value of Coins, Add Decimals, Write in Decimal and Fraction Notation

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
		Zearn Lessons-Mission 6 Lesson 12: Add your understanding Lesson 13: Decimal + Decimal Lesson 14: For Good Measure **Videos:** **Convert fractions into decimals to the tenths place** **Convert fractions into decimals to hundredths place** **I-Ready Lessons:** - Fractions as Tenths and Hundredths **Task Bank:** Fraction Equivalence	
Domain: Measurement and Data Cluster: Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit. ➤ 4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a	**Topic E: Money Amounts as Decimal Numbers** Objectives/Learning Targets: Lesson 15: *I can* express money amounts given In various forms as decimal numbers. **(4.MD.A.2,** 4.NF.C.5, 4.NF.C.6) **Lesson 16:** *I can* solve word problems involving money. **(4.MD.A.2,** 4.NF.C.5, 4.NF.C.6) **End of Module Assessment**	**Eureka Parent Newsletter- Topic E** **Pacing Considerations:** No pacing considerations at this time. **Additional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons** Lesson 24- Time and Money **embarc.online- Module 6**	**Fluency Practice:** **Lesson 15:** Add Fractions, State the Value of the Coins **Lesson 16: Sprint:** Add Decimal Fractions, State the Value of a Set of Coins

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
measurement scale.		**Zearn Lessons-Mission 6** Lesson 15: Money, Money, Money Lesson 16: Mo' Money, Mo' Math **Videos:** **Convert measurements to solve distance problems** **I-Ready Lessons:** Money Problems: Addition and Subtraction Solve word problems involving measurement Making Change **Task Bank:** Margie Buys Apples	
Module 7: Exploring Measurement with Multiplication			
Domain: Order and Operations **Cluster:** Use the four operations with whole numbers to solve problems. ■ **4.OA.A.1**: Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal	Topic A: Measurement Conversion Tables **Essential Questions** 1. How do you change customary units? 2. How do you change metric units? 3. How do you compare units of time? **Objective/Learning Targets:**	**Pacing Considerations:** **No** pacing considerations at this time **Additional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons**	**Vocabulary** Customary system of measurement, customary unit, cup, gallon, metric system of measurement, metric unit, ounce, pint, pound, quart *Familiar Terms* Capacity, convert, distance, equivalent, foot, hour, inch, interval, gram, length,

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statements of multiplicative comparisons as multiplication equations. ■ **4.OA.A.2** Multiply or divide to solve word problems involving multiplicative comparison. ■ **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Domain:** Measurement and Data **Cluster:** Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ➤ **4.MD.A.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit.	**Lesson 1 – 2:** *I can* create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems. **(4.OA.A.1, 4.OA.A.2, 4.MD.A.1,** 4.NBT.B.5, 4.MD.A.2**)** **Lesson 3:** *I can* create conversion tables for units of time, and use the tables to solve problems. (4.OA.A.1, 4.OA.A.2, 4.MD.A.1	• **Length, Liquid Volume and Mass** **Zearn Lessons-Mission 7** Lesson 1: Conversion Counts Lesson 2: Conversion Rules Lesson 3: Conversion Time Lesson 4: Conversion Immersion Lesson 5: Alert: Must Convert **Videos:** • Solve multiplicative word problems by using a multiplication sentence I-Ready Lessons: • Multiplication and Division Problems **Task Bank:** Whi is the Tallest?	liter, milliliter, measurement, meter, minute, mixed units, second, table, weight, yard **Fluency Practice** **Sprint:** Convert to Dollars,

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Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …			
Domain: Order and Operations **Cluster:** Use the four operations with whole numbers to solve problems**.** ■ **4.OA.A.2:** Multiply or divide to solve word problems involving multiplicative comparison. ■ **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Domain:** Measurement and Data **Cluster:** Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ➢ **4.MD.A.1** Know relative sizes of measurement units within one	Topic B: Problem Solving with Measurement **Objective/Learning Targets:** **Lesson 6:** *I can* solve problems involving mixed units of capacity. **(4.OA.A.2, 4.OA.A.3, 4.MD.A.1, 4.MD.A.2,** 4.NBT.B.5, 4. NBT.B.6**)** **Lesson 7:** *I can* solve problems involving mixed units of length. **(4.OA.A.2, 4.OA.A.3, 4.MD.A.1, 4.MD.A.2,** 4.NBT.B.5, 4. NBT.B.6**)** **Lesson 8:** *I can* solve problems using mixed units of weight. **(4.OA.A.2, 4.OA.A.3, 4.MD.A.1, 4.MD.A.2,** 4.NBT.B.5, 4. NBT.B.6**)** **Lesson 9:** *I can* solve problems using mixed units of time. **(4.OA.A.2, 4.OA.A.3, 4.MD.A.1, 4.MD.A.2,** 4.NBT.B.5, 4 .NBT.B.6**)** **Lesson 10-11:** *I can* solve multi-step word problems. **(4.OA.A.2, 4.OA.A.3,**	Pacing Considerations: **No** pacing considerations at this time **Additional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons:** ● **Length, Liquid Volume and Mass** **Zearn Lessons-Mission 7** Lesson 6: Mixed Unit Strategies Lesson 7: Inch to Feet, Feet to Yards Lesson 10: Minutes and Miles Lesson 11: Multi-Step Measure Videos: Solve multiplicative word problems by using a multiplication sentence	**Fluency Practice:** **Lesson 6:** Grade 4 Fluency Differentiated Practice Sets, Add Mixed Numbers, Convert Capacity Units **Lesson 7** Grade 4 Fluency Differentiated Practice Sets, Add Mixed Number Convert Length Units **Lesson 8** Grade 4 Fluency Differentiated Practice Sets Add Mixed Numbers Convert Weight Units **Lesson 9** Grade 4 Fluency Differentiated Practice Sets Add Mixed Numbers

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system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …* ➢ **4.MD.A.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	**4.MD.A.1,** **4.MD.A.2,** 4.NBT.B.5, 4. NBT.B.6	**I-Ready Lessons:** Multiplication and Division in Word Problems Task Bank: Who is the Tallest?	Convert Time Units **Lesson 10** Grade 4 Fluency Differentiated Practice Sets Add Mixed Numbers, Convert Capacity and Length Units **Lesson 11:** Grade 4 Fluency Differentiated Practice Sets Add Mixed Numbers Convert Weight and Time Units
Domain: Order and Operations **Cluster:** Use the four operations with whole numbers to solve problems**.** ■ **4.OA.A.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems	Topic C: Investigation of Measurements Expressed as Mixed Numbers **Objectives/Learning Targets** **Lesson 12-13:** *I can* use measurement tools to convert mixed number measurement to smaller units. **(4.OA.A.3, 4.MD.A.1, 4.MD.A.2,**	**Pacing Considerations:** **No** pacing considerations at this time **Additional resources for enrichment/remediation:** **Remediation Guide** **Ready teacher-toolbox aligned lessons** ● **Length, Liquid Volume and Mass**	**Fluency Practice:** **Lesson 12** Grade 4 Fluency Differentiated Practice Sets Complete Length Units Complete One with Fractional Units

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Domain:** Measurement and Data **Cluster:** Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ➢ **4.MD.A.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …* ➢ **4.MD.A.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	4.NBT.B.5, 4. NBT.B.6**)** Lesson 14: *I can* solve multi-step word problems Involving converting mixed number measurements to a single unit. (Topic C: Lesson 14) (**4.OA.A.3**, **4.MD.A.1**, **4.MD.A.2**, 4.NBT.B.5, 4. NBT.B.6**)**	**Zearn Lessons-Mission 7** Lesson 13; Conversion Continued Lesson 14: Convert-a-rama	**Lesson 13** Grade 4 Fluency Differentiated Practice Sets Complete Time Units, Complete WeightUnits **Lesson 14** Complete Length Units Complete Weight Units Complete Capacity Units

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TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT	VOCABULARY & FLUENCY
	Topic D: Year in Review **Objectives/Learning Targets:** **Lesson 15-16:** I can create and determine the area of composite figures. **Lesson 17:** I can practice and solidify Grade 4 fluency. **Lesson 18:** I can practice and solidify Grade 4 vocabulary. **End of Module Assessment**	Pacing Considerations: **No** pacing considerations at this time **Additional resources for enrichment/remediation:** **Remediation Guide**	**Fluency Practice:** Lesson 15: Mini Personal White Board Set Up Find the Area Lesson 16: Grade 4 Core Fluency Differentiated Practice Sets, Find the Area Lesson 17 Count by Equivalent Fractions Mixed Review Fluency Lesson 18: Grade 4 Core Fluency Differentiated Practice Sets, Draw and Identify Geometric Terms

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RESOURCE TOOLBOX		
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.		

NWEA MAP Resources: https://teach.mapnwea.org/assist/help_map/ApplicationHelp.htm#UsingTestResults/MAPReportsFinder.htm - Sign in and Click the Learning Continuum Tab – this resources will help as you plan for intervention, and differentiating small group instruction on the skill you are currently teaching. (Four Ways to Impact Teaching with the Learning Continuum)

https://support.nwea.org/khanrit - These Khan Academy lessons are aligned to RIT scores.

Textbook Resources	TN State Standards	Videos
Great Minds' Eureka Math	TN Math Standards Achieve the Core	NCTM Common Core Videos TN Core Online Math Resources LearnZillion CCSS Video Series
Children's Literature The Reading Nook Math and Literature: A Match Made in the Classroom Math for Kids-Best Children's Books Scholastic: Books and Programs to Improve Elementary Math	**Interactive Manipulatives** **Interactive Content** http://www.eduplace.com/ Illuminations Resources for Teaching Math Interactive Sites for Educators Math Playground: Common Core Standards Thinking Blocks: Computer and iPad based games PARCC Games IXL Math Virtual Manipulatives	**Additional Sites** Inside Mathematics Illustrative Mathematics Learn Zillion engage^ny Math Sheppard Software BBC Bitesize Singapore Math Math-Play-Com Stem Resources Scholastic Math Study Jams
		Other Illustrated Mathematics Dictionary for Kids 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)

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March 2019						
Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
Module 5 **Topic G: Lessons 38-40** **(Combine 39/40)** **(Omit Lesson 41)** **1-day Review** **End of Module Assessment**					**1** **Module 5: End of Module Assessment Complete**	Note: *Flex days* are included in the instructional calendar to allow opportunities for review, district testing, tasks and other school-based activities. (See curriculum map for Task Bank)
Flex (NWEA) Day **Module 6** **Topic A: Lessons 1-3** **Flex (Task) Day**	**4**	**5**	**6**	**7**	**8** *3rd Nine Week ends*	
	11	**12**	**13**	**14**	**15**	
	Spring Break					
Module 6 **Topic B: Lessons 4-8**	**18** *Begin 4th Nine Weeks*	**19**	**20**	**21**	**22**	
Module 6 **1-day Review** **Mid Module Assessment** **Topic C: Lessons 9-11**	**25**	**26** **Module 6: Mid Module Assessment Complete**	**27**	**28**	**29**	

■ Major Content   ➤ Supporting Content

April 2019

Lessons for the Week	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Module 6 **Topic D: Lessons 12-14** **Topic E: Lessons 15-16**	1	2	3	4	5	**Omit lesson 14**
1-day Review **End of Module Assessment** **Module 7** **Topic A: Lessons 1-3**	8	9 **Module 6: End of Module Assessment Complete**	10	11	12	
Module 7 **Topic A: Lessons 4** **(Omit Lesson 5)** **Topic B: Lesson 6-8**	15	16	17	18	19 *ing* */Good* **Friday (Out)**	*Note: Use these flex days to accommodate TN Ready testing. Math testing may not occur during this exact time – adjust your instruction according to your testing time.*
	22	23	24	25	26	*Material covered after 4/9 is either an extension of 4th grade standards or a review of previously taught skills*
Module 7 **Topic B: Lessons 8-11** **Topic C: Lesson 12**	29	30	1	2	3	

Flex – TN Ready Testing

■ Major Content   ➢ Supporting Content

Curriculum and Instruction – Mathematics

Quarter: 4

Grade: 4

May 2019						
Lessons for the Week	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Notes:**
Module 7 Topic B: Lessons 8-11 Topic C: Lesson 12			1	2	3	*Material covered after 4/9 is either an extension of 4th grade standards or a review of previously taught skills.*
Module 7 Topic C: Lesson 13-14 1-day Review **End of Module Assessment** Topic D: Lessons 15	6	7	8	9 **Module 7: End of Module Assessment Complete**	10	
Module 7 Topic D: Lessons 16-18 Module 1 Topic F: Lesson 17 and 19 Module 3 Topic C: Lesson 10	13	14	15	16	17	
Module 3 Topic E: Lessons 19 and 31 Topic G: Lesson 33	20	21	22	23 *4th Nine Week ends*	24 *Admin Day*	
	27	28	29	30	31	

■ Major Content

➢ Supporting Content

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