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**

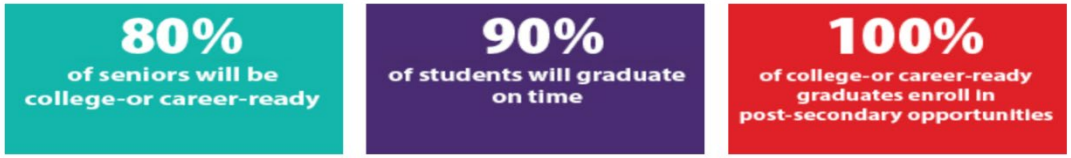
Note: Please use this suggested pacing as a guide. It is understood that teachers may be up to 1 week ahead or 1 week behind depending on the needs of their students. Use the instructional map and Digital Suite resources as you prepare to teach a module for additional guidance in planning, pacing, and suggestions for omissions
[Pacing and Preparation Guide (Omissions)]

■ Major Work ➢ Supporting

Introduction

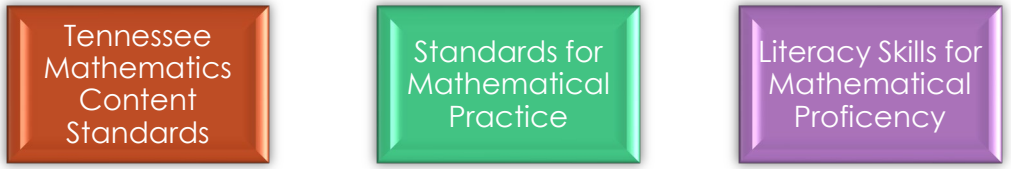
Destination 2025, Shelby County Schools' 10-year strategic plan, is designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community.

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.



■Major Work ➢ Supporting

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.

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 standar
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, 3.NF.A.3, 4.OA.A.2
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, 2.OA.C.3, 2.OA.C.4
4.OA.A.2	Application	3.OA.A.3, 3.OA.A.1, 3.OA.A.2
4.OA.A.3	Conceptual Understanding, Application	3.OA.D.8, 4.NBT.A.3, 4.NBT. B.6
4.NBT.A.1	Conceptual Understanding	2.NBT.A.1, 1.NBT.B.2, 2.NBT.A.2
4.NF.A.1	Conceptual Undertsanding, Procedural Skill and Fluency	3.NF.A.3, 4.OA.A.2, 3.NF.A.2, 3.NF.A.1
Indicates Power Standard (2017-2018)		
Instructional Focus Documents- Grade 4		

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
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.* ■ 4.NF.C.6 Read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line.	**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**) **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.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.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.6)** **Lesson 8:** *I can* use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units. **(4.NF.C.5, 4.NBT.A.1)**	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 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:**

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
			• 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)** **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:** Combine lessons 10 and 11. Suggestions for combining: Lessons 10 and 11 **Fluency**: Rename the Decimal Decimal Fraction Equivalence Compare Decimals Numbers **Application Problem**: Lesson 10 **Concept Development** Lesson 10, Problem 1 Lesson 10, Problem 2 with Lesson 11, Problem 1 Lesson 10, Problem 3 with Lesson 11, Problem 2 **Problem Set:** Lesson 10: #1, #3, #4 Lesson 11: #1 #2 Complete additional problems if time permits **Exit Ticket:** Lesson 10 and 11	**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 **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

Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 4

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
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.* ■ **4.NF.C.6** Read and write decimal notation for fractions with denominators 10 or 100. Locate these decimals on a number line. **Domain: Measurement and Data** **Cluster: Estimate and solve problems involving measurement** ➢ **4.MD.A.2** Solve one -or two step real-world problems involving whole number measurements with all four operations within a single system of measurement including problems involving simple fractions.	**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.C.6)** **Lesson 13:** *I can* I can add decimal numbers by converting to fraction form. **(4.NF.C.5, 4.NF.C.6)** **Lesson 14:** *I can* solve word problems involving the addition of measurements in decimal form. **(4.NF.C.5, 4.MD.A.2)**	Eureka Parent Newsletter- Topic D **Pacing Considerations:** Combine lessons 12 and 13. **Suggestions for combining**: Lessons 12 and 13 **Fluency**: Lesson 12: Compare Decimals Order Decimal Numbers Lesson 13: Write in decimal and Fraction Notation **Application Problem**: Lesson 12 **Concept Development:** Lesson 12, Problem 1 Lesson 12, Problems 2 & 3 with Lesson 13, Problem 1 Lesson 13, Problems 2 and 3 **Problem Set:** Lesson 12, #1, #2, #4 Lesson 13, #3 Complete additional problems if time Permits **Exit Ticket:** Lessons 12 and 13	**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 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

Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 4

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
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 measurement scale.	**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.NF.C.5, 4.NF.C.6)** **Lesson 16:** *I can* solve word problems involving money. **(4. MD.A.2)** **End of Module Assessment**	Eureka Parent Newsletter- Topic E **Pacing Considerations:** Combine lessons 15 and 16. **Suggestions for combining**: Lessons 15 and 16 **Fluency**: Lesson 16 Sprint Lesson 15 Add Fractions Value of the Coins **Application Problem**: Lesson 15 **Concept Development** • Lesson 15, Problems 1,2 &3 (use money manipulatives) • Lesson 16's Concept Development and Problem Set are the same. Lesson 16 can be used as an extension after being taught how to combine money and express them as decimals. Students use what they learned and apply the knowledge to the word problems in Lesson 16. Focus on the addition word problems due to the Exit Ticket. **Problem Set:** Lesson 15, Problems 15-21 Lesson 16, Addition Problems	**Additional resources for enrichment/remediation:** Remediation Guide **Ready teacher-toolbox aligned lessons** • Lesson 24- Time and Money **embarc.online- Module 6** **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

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
		Exit Ticket: Lessons 15 and 16	
Module 7: Exploring Measurement with Multiplication			
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), …	**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:** **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.MD.A.1)** **Lesson 3:** *I can* create conversion tables for units of time, and use the tables to solve problems. **(4.MD.A.1)**	**Pacing Considerations:** Combine lesson and 1 and 2. **Suggestions for combining:** **Lessons 1 and 2** **Fluency:** Lesson 1 Sprint Lesson 1: Add and Subtract **Application Problem:** Lesson 1 **Concept Development:** Lesson 1, Problems 1,2 and 3 Lesson 2, Problems 3 and 4 **Problem Set:** Lesson 1, #5, #6 Lesson 2, 35 Lesson 2, #9 **Exit Ticket:** Lessons 1 and 2	**Additional resources for enrichment/remediation:** Remediation Guide Ready teacher-toolbox aligned lessons • 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**: Which is the Tallest?

Curriculum and Instruction – Mathematics

Quarter: 4 Grade: 4

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
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 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	**Topic B: Problem Solving with Measurement** **Objective/Learning Targets:** **Lesson 6:** *I can* solve problems involving mixed units of capacity. **(4.OA.A.3, 4.MD.A.1, 4.MD.A.2)** **Lesson 7:** *I can* solve problems involving mixed units of length. **(4.MD.A.1, 4.MD.A.2)** **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)** **Lesson 9:** *I can* solve problems using mixed units of time. (**4.OA.A.3, 4.MD.A.1 4.MD.A.2)** **Lesson 10-11:** *I can* solve multi-step word problems. **(4.OA.A.2, 4.OA.A.3, 4.MD.A.2)**	**Pacing Considerations:** Combine lessons 7 and 8. **Suggestions for combining**: **Lessons 7 and 8** **Fluency**: Choose Lesson 7 or 8 Fluencies **Application Problem**: Lesson 7 **Concept Development:** Lesson 7, Problem 1 & 2 (Convert yards to feet) Lesson 8, Problems 1 &2 **Problem Set** Lesson 7, A#1 a,b,d #2 a,b,c,d Lesson 8, #1 **Exit Ticket:** Lessons 7 and 8	**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 **I-Ready Lessons:** Multiplication and Division in Word Problems Task Bank: Who is the Tallest?

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
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.			
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 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*	**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.MD.A.1)** **Lesson 14:** *I can* solve multi-step word problems involving converting mixed number measurements to a single unit **(4.OA.A.3, 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** **Zearn Lessons-Mission 7** Lesson 13; Conversion Continued Lesson 14: Convert-a-rama

TN STATE STANDARDS	CONTENT	INSTRUCTIONAL SUPPORT & RESOURCES	
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.			
	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

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	**CCSS** **TN Math Standards** **Achieve the Core**	**Videos** **Eureka Resources/Homework Resources** **NCTM Common Core Videos** **TN Core Online Math Resources** **LearnZillion**
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** **Multiplying by Repeated Addition** **Related Repeated Addition to Multiplication** **Multiplication Games** **Multiplication Fluency**	**Additional Sites** **http://www.k-5mathteachingresources.com/3rd-grade-number-activities.html** Illustrative Mathematics- Grade 4 **http://www.edutoolbox.org/tntools/list/grade/819/955/3#96 0**

Other

Parent Roadmap: Supporting your child in Grade Four Mathematics
Illustrated Mathematics Dictionary for Kids

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)

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

March 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
	2	**3**	**4**	**5**	**6**	**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.
	9	**10**	**11**	**12**	**13** *End of Quarter 3*	
	16	**17**	**18**	**19**	**20**	
	Spring Break					
Module 6	**23** **Topic B** **Lesson 4** *Quarter 4 begins*	**24** **Lesson 5**	**25** **Lesson 6**	**26** **Lesson 7**	**27** **Flex Day Options** **4.NF.C.5** **4.NF.C.6** **Pacing** **Other**	
	30 **Lesson 8**	**31** **Mid Module Assessment**	1	2	3	

■Major Work ➢ Supporting

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

April 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
			1 Topic C Lesson 9	2 Combine lessons 10 and 11	3 Flex Day Options 4.OA.A.2 4.OA.A.3 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.
	6 Topic D Combine lessons 12 and 13	7 Lesson 14	8 Topic E Combine lessons 15 and 16	9 End of Module Assessment	10 *Spring Holiday/Good Friday (Out)*	
Omit Lessons 4 and 5 Module 7	13 Topic A Combine lessons 1 and 2	14 Lesson 3	15 Topic B Lesson 6	16 Combine lessons 7 and 8	17 Flex Day Options 4.MD.A.1 Pacing …her	
	20	21	22	23	24	
	27 Lesson 9	28 Lesson 10	29 Lesson 11	30 Topic C Lesson 12	1	

Flex – TN Ready Testing (Dates not Confirmed)

Flex – TN Ready Testing (Dates not Confirmed)

■ Major Work ➢ Supporting

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

May 2020

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
					1 **Flex Day Options** **4.OA.A.2** **4.OA.A.3** **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.
	4 **Lesson 13**	**5** **Lesson 14**	**6** **Lesson 15**	**7** **Lesson 16**	**8** **Flex Day Options** **4.MD.A.1** **Pacing** **Other**	
	11 **Lesson 17**	**12** **Lesson 18**	**13** **End of Module Assessment**	**14** **Flex Day**	**15** **Flex Day Options** **Pacing** **Other**	
	18 **Flex Day**	**19** **Flex Day**	**20** **Flex Day**	**21** **Flex Day**	**22** *1/2 day students* *End of Quarter 4*	
	25 *Memorial Day*	**26** **PD FLEX DAY**	**27**	**28**	**29**	

■ Major Work ➢ Supporting