|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Trimester 1 | Grade: 4th Grade | | | | Unit Number: 2 | | | |
| Unit Overview:   * Examine different uses and equivalent names for numbers and review base ten place value * Review procedures for addition and subtraction of multi-digit whole numbers * Reintroduce and extend ideas about data collection, organization, display and analysis | | | | | | | |
| Essential Question: In what ways can you use number sense on a daily basis? | | | | | | | |
| Academic Vocabulary: fraction, decimal, scale, unit, line plot, expanded form, standard algorithm | | | | | | | |
| Lesson | Standard | Guiding Questions | Additional Resources | | Differentiation | Student Learning Goals |
| 2.1 | 4.OA.5  **4.MD.2**  4.G.1  4.G.2 | * Why is our number system called Base-10? * How can just 10 digits form all the whole numbers there are? |  | |  | I can…   * Represent measurements using diagrams such as a number line that features a measurement scale. * Convert a measurement given in a larger unit into an equivalent measurement in smaller units in order to solve a problem.   4.MD.2   * Make a line plot to display a data set of measurements using fraction as a unit. * Solve addition and subtraction problems using the information on the line plot.   4.MD.4   * Explain that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.   4.NBT.1   * Read and write multi-digit numbers using base-ten numerals, number names, and expanded form. * Use place value to compare two multi-digit numbers and record the comparison using symbols <,>, or =.   4.NBT.2   * Quickly add and subtract multi-digit whole numbers with ease by using the standard algorithm (e.g. adding or subtracting one column or numbers at a time starting with the ones digits, then the tens digits.)   4.NBT.4 |
| 2.2 |  | * How can a pattern help you solve a problem? |  | |  |
| 2.3 | 4.OA.5  **4.NBT.1**  **4.NBT.2**  4.G.1  4.G.2 | * Why is it important to organize data? |  | |  |
| 2.4 | **4.NBT.1**  **4.NBT.2** | * Why is it important to understand what numbers and graphs mean? |  | |  |
| 2.5 |  | * Why is it useful to graph your data? * How can mathematical models help you solve problems? |  | |  |
| 2.6 | 4.MD.1  4.MD.2 | * Why is it useful to graph your data? * How can mathematical models help you solve problems? |  | |  |
| 2.7 | 4.OA.3  **4.NBT.2**  4.MD.2  4.G.2 | * Why is it important for you to explain how you solve problems? |  | |  |
| 2.8 | **4.MD.4** | * Why is our number system called Base-10? * How can just 10 digits form all the whole numbers there are? |  | |  |
| 2.9 | 4.OA.1  4.OA.3  **4.NBT.4**  4.MD.2 | * How can a pattern help you solve a problem? |  | |  |
| Assessment: Progress Check Unit 2 | | | | | | | |