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| Trimester 2 | Grade: 4 | | | | | Unit Number: 6 | |
| Unit Overview:   * Provide practice solving multiplication and division number stories * Introduce the division algorithm and the concept of remainders as fractions or decimals * Provide practice drawing, measuring, and naming angles using half-circle and full-circle protractors * Introduce latitude and longitude * Utilize letter-number pairs and ordered pairs on a grid system | | | | | | |
| Essential Question: How is the Global Grid System useful? | | | | | | |
| Academic Vocabulary: multiplicative comparison, additive comparison, remainder, estimation, rounding, expanded form, rectangular array, area model | | | | | | |
| Lesson | Standard | Guiding Questions | Additional Resources | Differentiation | | Student Learning Goals |
| 6.1 | **4.OA.2 4.OA.3**  **4.NBT.3**  **4.NBT.6**  **4.MD.2** | * How can diagrams help you understand information? |  |  | | I can…   * Solve multiplication or division problems using drawings and/or equations with a symbol for the unknown number to represent the problem. * Distinguish between multiplicative (as many times as) and additive (more) comparisons.   4.OA.2   * Solve multi-step word problems with whole numbers using the four operations. * Interpret remainders of word problems. * Write equations using a variable to represent the unknown quantity. * Check my answers using mental computation and estimation strategies, including rounding.   4.OA.3   * Find all of the factor pairs for any whole number in the range of 1-100 * Determine whether a given whole number is a multiple of a give one digit number. * Define prime and composite * Determine if a number is prime or composite (1-100)   4.OA.4   * 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. * Explain my calculations using rectangular arrays, area models, and or equations.   4.NBT.6   * Represent measurements using diagrams such as a number line that features a measurement scale. * Use the four operations to solve word problems involving measurements. * Convert a measurement given in a larger unit into an equivalent measurement in   4.MD.6   * Explain that the angle measurement of a larger angle is the sum of the angle measures of its decomposed parts. * Write an equation with an unknown angle measurement. * Use addition and subtraction to solve for unknown angle measurements in problems.   4.MD.7 |
| 6.2 | **4.OA.3 4.OA.4**  **4.NBT.2 4.NBT.6** | * Why is it helpful to share different strategies for solving problems? |  |  | |
| 6.3 | **4.OA.3, 4.NBT.6**  **4.MD.2** | * How can it help you to have a plan for solving a problem? |  |  | |
| 6.4 | **4.OA.3**  4.OA.4  **4.NBT.6 4.MD.2** | * Why do you need to consider remainders when sharing things in real life? |  |  | |
| 6.5 | **4.MD.2**  **4.MD.5a**  **4.MD.5b** | * How can a tool help you determine an angle measure? |  |  | |
| 6.6 | 4.NBT.6 4.MD.2  **4.MD.5a 4.MD.5b**  **4.MD.6 4.MD.7** | * Why is it helpful to know the properties of angles? |  |  | |
| 6.7 | **4.MD.5a 4.MD.5b**  **4.MD.6 4.MD.7** |  |  |  | |
| 6.8 | 4.OA.3, **4.MD.5a**  **4.MD.5b 4.MD.6,**  4.MD.7 |  |  |  | |
| 6.9 | **4.OA.3 4.NBT.6** | * How can working with a partner help solve problems? |  |  | |
| 6.10 | **4.OA.3 4.NBT.6** | * Why are there so many ways to represent problems? |  |  | |
| Assessment: Progress Check Unit 6 | | | | | | | |