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| Trimester 2 | Grade: 4th Grade | Unit Number: 7 |
| Unit Overview: * Review fractions as parts of a whole, fractions on number lines and uses of fractions
* Order fractions and find fractional parts of sets and regions
* Practice identifying equivalent fractions
* Review basic ideas of probability, comparing predicted and actual results, and guiding the application of fractions
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| Essential Question: How are fractions used in the world? |
| Academic Vocabulary: fraction, numerator, common denominator, unit fraction, multiple, line plot, equivalent fraction, denominator, benchmark fraction, mixed number, decimal, angle |
| Lesson | Standard | Guiding Questions | Additional Resources | Differentiation  | Student Learning Goals |
| 7.1 | **4.NF.3b** |  |  |  | I can… * Using visual fraction models, explain how two fractions that differ in the number and size of the parts fractions can be equivalent.
* Generate equivalent fractions by multiplying or dividing the numerator and denominator by the same number.

4.NF.1* Explain that comparing two fractions is valid only when they refer to the same whole.
* Compare two fractions with different numerators and different denominators by generating equivalent fractions with common denominators.
* Record the comparison using symbols (<, >, and =) and justify each comparison.

4.NF.2* Explain addition and subtraction of fractions as joining and separating parts referring to the same whole.
* Use visual models to decompose a fraction in more than one way, including decomposing a fraction into a sum of its unit fraction.
* Record decomposition of a fraction in an equation.
* Add and subtract mixed numbers with like denominators.
* Solve addition and subtraction word problems with fractions using visual fraction models, pictures, and equations.

4.NF.3* Explain that a fraction *a/b* is a multiple of 1/*b*.
* Use my understanding that a multiple of *a/b* is a multiple of 1/*b* to multiply a fraction by a whole number.
* Solve word problems that involve multiplying a fraction and a whole number using visual models and equations.

4.NF.4* Rewrite a fraction with a denominator 10 as an equivalent fraction with denominator 100.
* Add two fractions with respective denominators of 10 and 100.

4.NF.5* Use decimal notation for fractions with denominators of 10 and 100.
* Identify the tenths and hundredths place of a decimal.
* Show the placement of a decimal on a number line.

4.NF.6* Create a line plot with a given data set of measurements using fractions as a unit.
* Use the information on the line plot to solve addition and subtraction problems.

4.MD.4* 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 |
| 7.2  | **4.NF.4c****4.MD.2** | * When might you need to find fractions of sets in real life?
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| 7.3  | 4.NF.3b4.NF.4c | * How does probability language help you clearly explain the chances of an event?
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| 7.4 | **4.NF.3a****4.NF.3b**4.MD.2 | * How can trying to solve difficult math problems help you learn?
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| 7.5 | **4.NF.3**4.MD.6 |  |  |  |
| 7.6 | **4.NF.1****4.NF.2**4.NF.3a**4.NF.3c****4.NF.3d** | * What other tools could help you find equivalent fractions?
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| 7.7 | 4.OA.4**4.NF.1****4.NF.2****4.NF.3** |  |  |  |
| 7.8 | 4.NF.1**4.NF.5****4.NF.6** | * How are fractions and decimals related?
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| 7.9 | **4.NF.1****4.NF.2**4.NF.5**4.MD.7** | * Why is it important to check whether answers make sense?
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| 7.10 | 4.NF.1**4.NF.2**4.NF.3**4.MD.4** | * Why is it important to understand what the ONE is in fraction problems?
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| 7.11 |  | * Why should you use tools correctly?
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| 7.12 | 4.OA.44.NBT.24.NF.3b**4.NF.4**4.NF.6 | * Why do we make predictions before doing experiments?
* How is it helpful to use visual representations to solve problems?
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| Assessment: Progress Check Unit 7 |