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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 | | | | | | | |
| 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? |  |  | |
| 7.3 | 4.NF.3b  4.NF.4c | * How does probability language help you clearly explain the chances of an event? |  |  | |
| 7.4 | **4.NF.3a**  **4.NF.3b**  4.MD.2 | * How can trying to solve difficult math problems help you learn? |  |  | |
| 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? |  |  | |
| 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? |  |  | |
| 7.9 | **4.NF.1**  **4.NF.2**  4.NF.5  **4.MD.7** | * Why is it important to check whether answers make sense? |  |  | |
| 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? |  |  | |
| 7.11 |  | * Why should you use tools correctly? |  |  | |
| 7.12 | 4.OA.4  4.NBT.2  4.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? |  |  | |
| Assessment: Progress Check Unit 7 | | | | | | | |