CONNEAUT AREA SCHOOL DISTRICT		
MATHEMATICS- Unit 1		
UNIT OF STUDY: Place Value, Rounding, Fluency with Addition and Subtraction Algorithms of Whole Numbers	**COURSE/GRADE:** 4	**# WEEKS:** 4 Weeks (22 days)

Focus (emphasis) Standards/EC **CC.2.1.4.B.1** -Apply place-value concepts to show an understanding of multi-digit whole numbers. **CC.2.1.4.B.2** -Use place value understanding and properties of operations to perform multi-digit arithmetic	**Technology/manipulatives** www.youtube.com www.studyzone.org (resources and interactive practice) www.studyisland.com www.firstinmath.com www.illuminations.nctm.org www.nlvm.usu.edu http://illustrativemathematics.org/standards/k8 www.commoncoresheets.com Flipchart, study island, first in math, base-ten blocks, place-value chart, multiplication songs, hundreds chart
Important (reinforced) Standards/EC **CC.2.2.4.A.1**-Represent and solve problems involving the four operations **Eligible Content:** **M04.A-T.1.1.1 through M04.A-T.1.1.4** .1- Demonstrate an understanding that in a mult-digit whole number (through 1,000,000), a digit in one place represents ten times what it represents in the place to its right. .2- Read and write whole numbers in expanded, standard, and word form through 1,000,000. .3- Compare two mult-digit numbers through 1,000,000 based on meanings of the digits in each place, using >, =, and < symbols. .4- Round mult-digit whole numbers (through 1,000,000) to any place. **M04.A-T.2.1.1**- Add and subtract mult-digit whole numbers **M04.A-T.2.1.4**- Estimate the answer to addition and subtraction using whole numbers **M04.B-O.3.1.1** Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. **M04.B-O.3.1.2** Determine the missing elements in a function table (limit to +, –, or × and to whole numbers or money). **M04.B-O.3.1.3** Determine the rule for a function given a table (limit to +, –, or × and to whole numbers).	**Reading, writing, speaking strategies** Journaling, read Aloud, graphic organizers, reword problems, articulate/explain mathematical concepts, students teach a concept, turn and talk
Vocabulary Equivalence, digits, whole number, operation, add/addition, subtract/subtraction, place value, estimation, rounding, algorithm, sum, difference, additive comparison	**Questioning and discussion techniques** Stories, songs, cheers, poems, sayings, etc… Bell ringers/exit slips Drawing pictures or using models to help students understand
Real life application Comparing/understanding place value to money	**Performance assessment** Classroom Store

Rounding prices when shopping Understanding total mileage for a trip Career Connections: www.xpmath.com/careers/lite.php	**http://3-5cctask.ncdpi.wikispaces.net/** **Packaging Soup Cans** 4.NBT.1-Task 3 **Arranging Students** 4.NBT.2-Task 1 **Planning a Pizza Party** 4.NBT.3-Task 2 **Rounding Numbers and Products** 4.NBT.3- Task 3
Computation Mental math with basic facts Adding, subtracting, multiplying and dividing Numeric patterns – Ex. Add 2 starting with the number 2 – 2,4,6,8,10 Place Value – understanding the value of each digit Rounding and Estimation – understanding rounding to different place values up to million Multi digit Arithmetic Algorithms – Understand and be able to explain multiple step problems Check answers for reasonableness	**Accommodations/adaptations** Multiplication chart, number line, place value chart, Learning contracts, small group, learning centers, scaffolding, agendas, demonstrations
SAS Module Resources www.pdesas.org Login and click teacher tools in top right corner Click Curriculum mapping Or to compare standards/eligible content/CC - Click on standards then click on PA Core and go to PA Core Crosswalks or go to PA Core Eligible content	*Grade 4 Mathematics Assessment Anchors and Eligible Content *Mathematics Glossary *PA Core Mathematics, Grades PreK-12 *PA Standards Instructional Frameworks: Math *Cluster Heading Matrix – Tri-fold Grades 3-4-5