Crest Memorial School Curriculum and Pacing Guide	
Grade: 4	Subject Area: Math
Adoption Date:	Revision Date: August 2024

Mission and Vision Statements

Mission: Successful teaching and learning of mathematics play an important role in ensuring that students have the right skills required to compete in a 21st century global economy. When properly implemented and coupled with opportunities for students to engage in mathematical investigation, communication and problem solving, rigorous mathematics standards hold the promise of elevating the mathematical knowledge and skill of every learner to levels competitive with the best in the world, of preparing our college entrants to undertake advanced work in the mathematical sciences, and of readying the next generation for the jobs their world will demand.

Vision: A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society. All students will have access to a high-quality mathematics education that fosters a population that:

- leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions.
- persists to make sense of and model problems arising in everyday life, society, and the workplace.
- thinks critically and strategically to assess quantitative relationships and to solutions to complex problems.
- employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning.
- interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors.
- communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.

Integration of Technology

- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

21st Century Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.3.12.ED-TT.6 Identify motivational, social and psychological practices that guide personal conduct.

Career Education
● 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ● 9.2.5.CAP.7: Identify factors to consider before starting a business.

Interdisciplinary Connection
- W.IW.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

Accommodations and Modifications	
Special Education	● follow 504/IEP accommodations ● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in math book with dictation support ● create a word map
English Language Learners	● create visual word wall with labels ● highlight and define important vocabulary ● ask yes/no questions ● provide sentence frames or sentence stems ● allow for use of pictures in math book with dictation support ● create a word map
Students At-Risk of Failure	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary

	● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs ● Use mnemonic devices
Gifted and Talented	● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices

Assessments	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	● Oral place presentation ● Chapter Tests
Benchmark	● MAP Tests
Alternative	● Performance Tasks ● Projects ● Rubrics ● Choice Boards

Pacing Guide	
Unit Title:	Number of days:

Place Value and Operations with Whole Numbers	63 Days
Fractions and Mixed Numbers	30 Days
Decimals, Measurement, and Geometry	45 Days

Unit Learning Goals
Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.

Core Instructional Materials	Supplemental Materials
● Go Math! Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours ● BrainPop ● Reflex ● Frax ● IXL ● Splashlearn

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1-2: Model the 10-1 relationship among place-value positions in the base-ten number system.	●NJSLS 4.NBT.A.1	● Introduce the power of ten relationships between place value positions. ● Student pairs draw, label, and explain how to describe the value of a digit. Begin in Chapter 1 Book. ● Reflex
● Day 3: Read and write whole numbers in standard form, word form, and expanded form.	●NJSLS 4.NBT.A.2	● Interpret place value and patterns. ● Students interview another student to find out how to read and write numbers through hundred thousands. ● Reflex

● Day 4: Compare and order whole numbers based on the value of the digits in each number.	●NJSLS 4.NBT.A.2	● Interpret place value and patterns. ● Student pairs advise another pair on how they can compare and order numbers. ● Reflex
● Day 5: Round a whole number to any place.	●NJSLS 4.NBT.A.3	● Interpret place value and patterns. ● Student teams write a test question to check students' knowledge of how you can round numbers. ● Reflex
● Day 6-7: Rename whole numbers by regrouping.	●NJSLS 4.NBT.A.1	● Interpret place value and patterns. ● Students write a step-by-step guide on how to rename a whole number. ● Reflex
● Day 8: Add whole numbers and determine whether solutions to addition problems are reasonable.	●NJSLS 4.NBT.B.4	● Use place value and patterns to solve addition problems with whole numbers to four digits. ● Students write a note to a student who is absent detailing how you add whole numbers. ● Reflex
● Day 9-10: Subtract whole numbers and determine whether solutions to subtraction problems are reasonable.	●NJSLS 4.NBT.B.4	● Use place value strategies to solve multi digit subtraction problems. ● Students whisper to another student explaining how to subtract whole numbers. ● Reflex
● Day 11-12: Use the strategy *draw a diagram* to solve comparison problems with addition and subtraction.	●NJSLS 4.NBT.B.4	● Solve word problems using critical thinking strategies. ● Students explain how to use the strategy "draw a diagram" to solve comparison problems with addition and subtraction. ● Reflex
● Day 13: Demonstrate their knowledge of place value, multi-digit addition and subtraction.	●NJSLS 4.NBT.A.1 ●NJSLS 4.NBT.A.2 ●NJSLS 4.NBT.A.3 ●NJSLS 4.NBT.B.4	● Chapter 1 Practice Test ● Reflex

● Day 14: Demonstrate their knowledge of place value, multi-digit addition and subtraction.	●NJSLS 4.NBT.A.1 ●NJSLS 4.NBT.A.2 ●NJSLS 4.NBT.A.3 ●NJSLS 4.NBT.B.4	● Chapter 1 Test ● Reflex
● Day 15: Use place value and partial products to multiply a multidigit number by a 1-digit number.	●NJSLS 4.NBT.B.5	● Review their new chapter book, multiplying by one digit numbers. ● Single Digit Multiplication Warm Up, Students will be reviewing their skills from the previous chapter and looking over the next chapter. ● Reflex
● Day 16: Use mental math and properties to multiply a multidigit number by a 1-digit number.	●NJSLS 4.NBT.B.5	● Compare problems using algebraic principles. ● Students will be given Chapter 2 Math Book and will first talk about how multiplication can be applied in different mathematical situations. Next we will complete pages 1 and 2 of their Ch. 2 Book. We will discuss how we use models to solve algebraic equations. ● Reflex
● Day 17: Use the *draw a diagram* strategy to solve multistep problems.	●NJSLS 4.OA.A.3	● Utilize place value strategies to multiply by 10s, 100s, and 1000s. ● Students will first complete a warm up on basic multiplication problems. Next we will complete pages in their Ch. 2 Book. ● Reflex
● Day 18: Use the *draw a diagram* strategy to solve multistep problems.	●NJSLS 4.OA.A.3	● Describe how to multiply two digit by one digit numbers by regrouping. ● Students will first complete a warm up on basic multiplication problems. As a class we will go over the steps to complete this problem and making sure to write down each step to solve the equation. Students will also use their estimation and rounding skills to check their answers. ● Reflex
● Day 19: Use regrouping to multiply a	●NJSLS 4.NBT.B.5	● Explore different techniques to solve multi

2-digit-number by a 1-digit-number.		step multiplication word problems. ● Students will begin class with a warm up with basic multiplication problems. Next we will open our Ch. 2 Math Book. We will analyze how to solve multi step multiplication word problems. We will go through important steps such as identifying key words within the word problem and discuss what the word problem is asking us to solve. ● Reflex
● Day 19: Use regrouping to multiply a multidigit number by a 1-digit-number.	●NJSLS 4.NBT.B.5	● Solve multiplication problems with 3 and 4 digits with regrouping. ● Students will begin class with a warm up with basic multiplication problems. Next we will open our Ch. 2 Math Book. We will discuss the similarities and differences to solving multiplication equations with 2 digits compared to 3 and 4 digits. Students will be making the connection to the prior lesson to solve these problems. ● Reflex
● Day 20: Represent and solve multistep problems using equations.	●NJSLS 4.OA.A.3	● Explain how to solve multiplication problems with 3 and 4 digits with regrouping. ● Students will begin class with a warm up with basic multiplication problems. Next we will open our Ch. 2 Math Book. We will further discuss the similarities and differences to solving multiplication equations with 2 digits compared to 3 and 4 digits. Students will continue to practice their 3 and 4 digit multiplication problems in preparation for our Ch. 2 test. ● Reflex
● Day 21: Represent and solve multistep problems using equations.	●NJSLS 4.OA.A.3	● Explore different techniques to solve multi step multiplication word problems. ● Students will begin class with a warm up with basic multiplication problems. Next we will open our Ch. 2 Math Book. We will analyze how to solve multi step multiplication word

		problems. We will go through important steps such as identifying key words within the word problem and discuss what the word problem is asking us to solve. ● Reflex
● Day 22: Apply their knowledge on multiplying multi digit numbers by one digit numbers.	●NJSLS 4.NBT.B.5 ●NJSLS 4.OA.A.3	● Chapter 2 Practice Test ● Reflex
● Day 23: Apply their knowledge on multiplying multi digit numbers by one digit numbers.	●NJSLS 4.NBT.B.5 ●NJSLS 4.OA.A.3	● Chapter 2 Test ● Reflex
● Day 24: Use place value and multiplication properties to multiply by tens.	●NJSLS 4.NBT.B.5	● Explore multiplying two-digit numbers by multiples of ten ● Students will start class with a multiplication warm up. First, I will be guiding students through a review of multiplying by 10s. Students will be able to identify a pattern when multiplying by 10. Students will practice multiplying two digit numbers by multiples of 10. At the end of the first period students will complete an exit ticket. ● Reflex
● Day 25: Estimate products by rounding or by using compatible numbers.	●NJSLS 4.NBT.B.5	● Utilize past rounding strategies to estimate products of two digit by two digit multiplication problems. ● Students will complete a warm-up that is similar to the last chapter reviewing multiplication. I will guide the students through the lesson about rounding and estimating products. Students will have time to practice independently and I will check them periodically and assist all learners. ● Reflex
● Day 26: Use area models and partial products to multiply 2-digit numbers	●NJSLS 4.NBT.B.5	● Understand how to multiply two digit by two digit numbers. ● Students will complete a warm-up similar to our previous lesson multiplying by 10. I will guide the students through the lesson about multiplying 2 by 2 numbers. I will work the

		class through the steps to cross multiply to find the product. Students will have time to practice independently and I will check them periodically and assist all learners. ● Reflex
● Day 27: Use area models and partial products to multiply 2-digit numbers	●NJSLS 4.NBT.B.5	● Understand how to multiply two digit by two digit numbers. ● Students will complete a warm-up similar to our previous lesson multiplying by 10. I will guide the students through the lesson about multiplying 2 by 2 numbers. I will work the class through the steps to cross multiply to find the product. Students will have time to practice independently and I will check them periodically and assist all learners. ● Reflex
● Day 28: Use place value and partial products to multiply 2-digit numbers.	●NJSLS 4.NBT.B.5	● Understand the procedures to multiply two-digit by two-digit numbers. ● Students will begin the lesson with a warm-up done independently and as a class we will go over the warm-up. The warm-up will relate to the prior lesson when we multiplied 2 digit by 2 digit numbers. Today's lesson will be a continuation of the prior lesson about the procedures that take place when multiplying 2 digit by 2 digit numbers. Understanding the steps will be important key details moving forward with the chapter. Today students will be practicing more independently. We will complete pages in our Ch. 3 Math Book. ● Reflex
● Day 29: Use regrouping to multiply 2-digit numbers.	●NJSLS 4.NBT.B.5	● Understand the procedures to multiply two-digit by two-digit numbers. ● Students will begin the lesson with a warm-up done independently and as a class we will go over the warm-up. The warm-up will relate to the prior lesson when we multiply 2 digit by 2 digit numbers. Today's lesson will be a continuation of the prior lesson about the

		procedures that take place when multiplying 2 digit by 2 digit numbers. Understanding the steps will be important key details moving forward with the chapter. Today students will be practicing more independently. We will complete pages in our Ch. 3 Math Book. If students finish early there will be a puzzle page they can complete. ● Reflex
● Day 30: Use regrouping to multiply 2-digit numbers.	●NJSLS 4.NBT.B.5	● Understand the procedures to multiply two-digit by two-digit numbers. ● Students will begin the lesson with a warm-up done independently and as a class we will go over the warm-up. The warm-up will relate to the prior lesson when we multiply 2 digit by 2 digit numbers. Today's lesson will be a continuation of the prior lesson about the procedures that take place when multiplying 2 digit by 2 digit numbers. Understanding the steps will be important key details moving forward with the chapter. Today students will be practicing more independently. We will complete pages 17 and any of the pages they missed before in our Ch. 3 Math Book If students finish early there will be a puzzle page they can complete. ● Reflex
● Day 31-35: Choose a method to multiply 2-digit numbers.	●NJSLS 4.NBT.B.5	● Understand the procedures to multiply two-digit by two-digit numbers. ● Students will begin the lesson with a warm-up done independently and as a class we will go over the warm-up. The warm-up will relate to the prior lesson when we multiply 2 digit by 2 digit numbers. Today's lesson will be focused on how to apply our understanding of multiplying 2 digit by 2 digit numbers to word problems. Today students will be practicing more independently. We will complete pages in our Ch. 3 Math Book. If students finish early

		there will be a puzzle page they can complete. ● Reflex
● Day 36: Apply their knowledge of multiplying two digit by two digit multiplication.	●NJSLS 4.NBT.B.5 ●NJSLS 4.OA.A.3	● Chapter 3 Practice Test ● Reflex
● Day 37: Apply their knowledge of multiplying two digit by two digit multiplication.	●NJSLS 4.NBT.B.5 ●NJSLS 4.OA.A.3	● Chapter 3 Test ● Reflex
● Day 38: Use repeated subtraction and multiples to find quotients.	●NJSLS 4.NBT.B.6	● Evaluate strategies to solve long division problems. ● Students will complete a warm-up with basic division fluency problems. Students will then get their chapter 4 folders. We will complete pages 1 and 2 as a class. Students will complete a worksheet independently. ● Reflex
● Day 39: Use partial quotients to divide.	●NJSLS 4.NBT.B.6	● Evaluate strategies to solve long division problems. ● Students will complete a warm-up with basic division fluecy problems. Today will be our introduction into long division. Students will first watch a brain pop and then as a class we will complete pages 3 and 4. Students will complete part of page 5 independently. ● Reflex
● Day 40: Use base-ten blocks to model division with regrouping.	●NJSLS 4.NBT.B.6	● Evaluate strategies to solve long division problems. ● Students will complete a warm-up with basic division fluecy problems. We will continue our discussion on long division. We will complete go over page 5 as a class. Students will complete pages 6 and 7 independently. ● Reflex
● Day 41: Use base-ten blocks to model division with regrouping.	●NJSLS 4.NBT.B.6	● Evaluate strategies to solve long division problems. ● Students will complete a warm-up with basic division fluecy problems. We will continue our discussion on long division. We will go over

		pages 7 and 8 as a class. Students will complete pages 9 and 10 independently. ● Reflex
● Day 42: Use place value to determine where to place the first digit of a quotient.	●NJSLS 4.NBT.B.6	● Evaluate strategies to solve long division problems. ● Students will complete a warm-up with basic division fluecy problems. We will continue our discussion on long division. We will go over page 10 as a class. Students will complete pages 11 and 12 independently. Early Finishers will complete a puzzle page and session of XtraMath. ● Reflex
● Day 43: Divide multidigit numbers by 1-digit divisors.	●NJSLS 4.NBT.B.6	● Predict the quotient of long division problems by estimating. ● Students will complete a warm-up with basic division fluecy problems. We will start with a quick review on rounding numbers and then I will show examples on how to round in relation to estimating a division problem. We will be using multiples to help us round and estimate. Students will understand the relationship between estimating and finding your final quotient. Students will complete pages 14 and 16. Early Finishers will complete a puzzle page and session of XtraMath. ● Reflex
● Day 44: Divide multidigit numbers by 1-digit divisors.	●NJSLS 4.NBT.B.6	● Predict the quotient of long division problems by estimating. ● Students will complete a warm-up with basic division fluecy problems. We will start with a quick review on rounding numbers and then I will show examples on how to round in relation to estimating a division problem. We will be using multiples to help us round and estimate. Students will understand the relationship between estimating and finding your final quotient. Students will complete pages 16 and 18. Early Finishers will complete a puzzle page

		and session of XtraMath. ● Reflex
● Day 45: Divide multidigit numbers by 1-digit divisors.	●NJSLS 4.NBT.B.6	● Predict the quotient of long division problems by estimating. ● Students will complete a warm-up with basic division fluecy problems. We will start with a quick review on rounding numbers and then I will show examples on how to round in relation to estimating a division problem. We will be using multiples to help us round and estimate. Students will understand the relationship between estimating and finding your final quotient. Students will complete pages 18 and 19. Early Finishers will complete a puzzle page and session of XtraMath. ● Reflex
● Day 46: Solve problems by using the strategy *draw a diagram.*	●NJSLS 4.OA.A.2	● Utilize critical thinking and long division strategies to solve word problems while interpreting remainders. ● Students will complete a warm-up with basic division fluency problems. As a class we will complete page 31 through guided practice. Students will be solving division word problems with remainders. They will need to interpret the remainder in some cases and determine how to use it. Independently the class will complete page 32. Early Finishers will complete a puzzle page and session of XtraMath. They can also complete a Versatiles activity. ● Reflex
● Day 47: Solve problems by using the strategy *draw a diagram.*	●NJSLS 4.OA.A.2	● Utilize critical thinking and long division strategies to solve word problems while interpreting remainders. ● Students will complete a warm-up with basic division fluency problems. Students will be solving division word problems with remainders. They will need to interpret the remainder in some cases and determine how to use it. Independently the class will complete

		pages 33, 34, and 35. Early Finishers will complete a puzzle page and session of XtraMath. They can also complete a Versatiles activity. ● Reflex
● Day 48: Apply their knowledge of dividing multidigit dividends by 1 digit divisors.	●NJSLS 4.NBT.B.6 ●NJSLS 4.OA.A.2	● Chapter 4 Practice Test ● Reflex
● Day 49: Apply their knowledge of dividing multidigit dividends by 1 digit divisors.	●NJSLS 4.NBT.B.6 ●NJSLS 4.OA.A.2	● Chapter 4 Test ● Reflex
● Day 50: Find all the factors of a number by using models.	●NJSLS 4.OA.B.4	● Use manipulatives to create arrays and find the factors of different numbers. ● Students will begin class with a warm-up that includes multiplication review. Next students will be given their Chapter 5 folders. I will guide them through the creation of arrays and explain how to create an array to represent the factors that make up a number. Students will be allowed to work independently finding the factors of other numbers. ● Reflex
● Day 51: Determine whether a number is a factor of a given number.	●NJSLS 4.OA.B.4	● Use manipulatives to create arrays and find the factors of different numbers. ● Students will begin class with a warm-up that includes multiplication review. Next students will be given their Chapter 5 folders. I will guide them through the creation of arrays and explain how to create an array to represent the factors that make up a number. Students will be allowed to work independently finding the factors of other numbers. We will complete the rest of page 2 and 3. ● Reflex
● Day 52: Solve problems with common factors by using the strategy *make a list.*	●NJSLS 4.OA.B.4	● Find the factors of different numbers. ● Students will begin class with a warm-up that includes multiplication review. I will guide them through the process in which we find factors that make up a number without creating

		arrays. Students will be allowed to work independently finding the factors of other numbers. Students will complete classwork using a graphic organizer and using factor related games. ● Reflex
● Day 53: Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.	●NJSLS 4.OA.B.4	● Use manipulatives to create arrays and find the factors of different numbers. ● Students will begin class with a warm-up that includes multiplication review. Next students will be given their Chapter 5 folders. I will guide them through the creation of arrays and explain how to create an array to represent the factors that make up a number. Students will be allowed to work independently finding the factors of other numbers. ● Reflex
● Day 54: Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.	●NJSLS 4.OA.B.4	● Use manipulatives to create arrays and find the factors of different numbers. ● Students will begin class with a warm-up that includes multiplication review. Next students will be given their Chapter 5 folders. I will guide them through the creation of arrays and explain how to create an array to represent the factors that make up a number. Students will be allowed to work independently finding the factors of other numbers. We will complete the rest of page 2 and 3. ● Reflex
● Day 55: Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.	●NJSLS 4.OA.B.4	● Find the factors of different numbers. ● Students will begin class with a warm-up that includes multiplication review. I will guide them through the process in which we find factors that make up a number without creating arrays. Students will be allowed to work independently finding the factors of other numbers. Students will complete classwork using a graphic organizer and using factor related games.

		● Reflex
● Day 56: Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.	●NJSLS 4.OA.B.4	● Find the factors of different numbers. ● Students will begin class with a warm-up that includes multiplication review. As a class we will go over divisibility rules for factors from 2 to 5 and 10 on page 4. We will practice 3 examples of finding factors. Students will work on pages 5 and 6 independently finding the factors of given numbers. ● Reflex
● Day 57: Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.	●NJSLS 4.OA.B.4	● Find the factors of different numbers. ● Students will begin class with a warm-up that includes multiplication review. As a class we will go over finding factors and then finding the common factors of a pair of numbers. I will introduce the GCF and how to determine where to find it. Students will work on pages 11 and 12 independently finding the factors of given numbers. ● Reflex
● Day 58: Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.	●NJSLS 4.OA.B.4	● Identify the relationship between factors and multiples. ● Students will start with a warm up finding the factors of 3 numbers. Next we will open to page 20 of our Ch. 5 Math Folder. I will explain to the class how factors and multiples are related to each other. We will identify the Least Common Multiple. Students will complete page 21 on their own. ● Reflex
● Day 59: Generate a number pattern and describe features of the pattern.	●NJSLS 4.OA.C.5	● Identify number patterns within word problems. ● Students will start with a warm up finding the multiples of 3 numbers. Next we will open to page 34 of our Ch. 5 Math Folder. I will explain to identify patterns with multiples. We will identify the Least Common Multiple. Students will complete pages 35 and 36 on their own.

		● Reflex
● Day 60: Apply their knowledge on multiplying multi digit numbers by one digit numbers.	●NJSLS 4.OA.B.4 ●NJSLS 4.OA.C.5	● Chapter 5 Practice Test ● Reflex
● Day 61: Apply their knowledge on multiplying multi digit numbers by one digit numbers.	●NJSLS 4.OA.B.4 ●NJSLS 4.OA.C.5	● Chapter 5 Test ● Reflex

Inclusive concepts
● Our vision is to leverage current events in science to foster a classroom environment where students develop a strong sense of character, inclusivity, and cultural competence. By engaging with contemporary scientific issues, students will enhance their understanding of the world and their role in it, building empathy, respect, and responsibility.

Unit Learning Goals
Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1-2: Use models to show equivalent fractions.	● NJSLS 4.NF.A.1	● Students will use models to show equivalent fractions. ● Students partners make a model and demonstrate how to use models to show equivalent fractions. Students will work within their Chapter 6 math book. ● Frax/Reflex

● Day 3-4: Use Multiplication to generate equivalent fractions.	● NJSLS 4.NF.A.1	● Students will use multiplication to find equivalent fractions. ● Students explain to a partner how to use multiplication to find equivalent fractions. Students will work within their Chapter 6 math book. ● Frax/Reflex
● Day 5: Write and identify equivalent fractions in simplest form.	● NJSLS 4.NF.A.1	● Students will write a fraction as an equivalent fraction in simplest form. ● Students pairs prepare a step-by-step explanation on how to write a fraction as an equivalent fraction in simplest form. Students will work within their Chapter 6 math book. ● Frax/Reflex
● Day 6-7: Use equivalent fractions to represent a pair of fractions as fractions with a common denominator.	● NJSLS 4.NF.A.1	● Students will write a pair of fractions with a common denominator. ● Students explain in their Math Journal how you can write a pair of fractions as fractions with a common denominator. Students will work within their Chapter 6 math book. ● Frax/Reflex
● Day 8-9: Use the strategy *make a table* to solve problems using equivalent fractions.	● NJSLS 4.NF.A.1	● Students will use the strategy *make a table* to solve problems using equivalent fractions. ● Students collaborate to write an advertisement to explain how to use the strategy *make a table* to solve problems using equivalent fractions. Students will work within their Chapter 6 math book. ● Frax/Reflex
● Day 10: Compare fractions using benchmarks.	● NJSLS 4.NF.A.2	● Students will use benchmarks to compare fractions. ● Student pairs explain what a benchmark is and use benchmarks to compare fractions. Students will work within their Chapter 6 math book. ● Frax/Reflex
● Day 11: Compare fractions by first writing	● NJSLS 4.NF.A.2	● Students will compare fractions using

them as fractions with a common numerator or a common denominator.		different strategies. ● Students show an example and explain to a partner how to compare fractions. Students will work within their Chapter 6 math book. ● Frax/Reflex
● Day 12: Compare and order fractions	● NJSLS 4.NF.A.2	● Students will order fractions using different strategies. ● Students will work in partners to design step by step instructions on how to order fractions. Students will work within their Chapter 6 math book. ● Frax/Reflex
● Day 13: Apply their knowledge to compare fractions and write equivalent fractions.	● NJSLS 4.NF.A.1 ● NJSLS 4.NF.A.2	● Chapter 6 Practice Test ● Reflex
● Day 14: Apply their knowledge to compare fractions and write equivalent fractions.	● NJSLS 4.NF.A.1 ● NJSLS 4.NF.A.2	● Chapter 6 Test ● Reflex
● Day 15-16: Understand that to add or subtract fractions they must refer to parts of the same whole.	● NJSLS 4.NF.B.3a	● Students will identify when to add or subtract parts of a whole. ● Students will offer advice to a partner on when you can add or subtract parts of a whole. Students will work within their Chapter 7 math book. ● Frax/Reflex
● Day 17: Decompose a fraction by writing it as a sum of fractions with the same denominators.	● NJSLS 4.NF.B.3b	● Students will find out how to write a fraction as a sum of fractions with the same denominators. ● Students will explain to a partner how to write a fraction as a sum of fractions with the same denominators. Students will work within their Chapter 7 math book. ● Frax/Reflex
● Day 18: Use models to represent and find	● NJSLS 4.NF.B.3d	● Students will identify how to add fractions

sums involving fractions.		with like denominators using models. ● Student pairs will construct a model and tell how you can use it to add fractions with like denominators. Students will work within their Chapter 7 math book. ● Frax/Reflex
● Day 19: Use models to represent and find differences involving fractions.	● NJSLS 4.NF.B.3d	● Students will identify how to subtract fractions with like denominators using models. ● Students will write an explanation in their Math Journal on how to subtract fractions with like denominators using models. Students will work within their Chapter 7 math book. ● Frax/Reflex
● Day 20: Solve word problems involving addition and subtraction with fractions.	● NJSLS 4.NF.B.3d	● Students will identify how to add and subtract fractions with like denominators using models. ● Students brainstorm synonyms for “like” to describe like denominators and then explain an example to show how to add and subtract fractions with like denominators. . Students will work within their Chapter 7 math book. ● Frax/Reflex
● Day 21: Write fractions greater than 1 as mixed numbers and write mixed numbers as fractions greater than 1.	● NJSLS 4.NF.B.3b	● Students identify ways to rename mixed numbers as a fractions greater than 1 and rename fractions greater than 1 as mixed numbers. ● Students demonstrate and tell in their own words how to rename mixed numbers as fractions greater than 1 and rename fractions greater than 1 as mixed numbers. Students will work within their Chapter 7 math book. ● Frax/Reflex
● Day 22-23: Add and subtract mixed numbers	● NJSLS 4.NF.B.3c	● Students identify how to add and subtract mixed numbers with like denominators. ● Students will draw a four panel illustration of how to add and subtract mixed numbers with like denominators. Students will work within their Chapter 7 math book.

		● Frax/Reflex
● Day 24-25: Rename mixed numbers to subtract.	● NJSLS 4.NF.B.3c	Students identify how to rename mixed numbers to subtract. -Students describe how to rename a mixed number to help you subtract. Students will work within their Chapter 7 math book. -Frax/Reflex
● Day 26: Use the properties of addition to add fractions.	● NJSLS 4.NF.B.3c	-Students will use the properties of addition to add fractions. -Students present to a partner a step-by-step demonstration of how you can add fractions with like denominators using the properties of addition. -Frax/Reflex
● Day 27-28: Use the strategy *act it out* to solve multi step fraction problems	● NJSLS 4.NF.B.3d	-Use the strategy “act it out” to solve multistep fraction problems -Student teams role play how to use the strategy “act it out” to solve multistep problems with fractions.
● Day 29: Apply their knowledge to add or subtract fractions that have the same denominator.	● NJSLS 4.NF.B.3a ● NJSLS 4.NF.B.3b ● NJSLS 4.NF.B.3c ● NJSLS 4.NF.B.3d	-Chapter 7 Practice Test -Frax/Reflex
● Day 30: Apply their knowledge to add or subtract fractions that have the same denominator.	● NJSLS 4.NF.B.3a ● NJSLS 4.NF.B.3b ● NJSLS 4.NF.B.3c ● NJSLS 4.NF.B.3d	-Chapter 7 Test -Frax/Reflex

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Unit Learning Goals
This unit aims to develop students' skills in data analysis, numerical operations, measurement, and geometry while emphasizing real-world applications and problem-solving strategies.

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Read and interpret data using line plots.	NJSLS 4.MD.B.4 NJSLS 4.NF.B.3d	-Students extend their previous understanding to read line plots with fractional units -A line plot organizes data on a number line and is useful for showing how data are distributed -Frax/Reflex
● Day 2:Represent data using line plots and interpret data in line plots to solve problems	NJSLS 4.MD.B.4 NJSLS 4.NF.B.3d NJSLS 4.NF.A.1 NJSLS 4.NF.A.2	-Students display fractional measures in a line plot -A line plot organizes data on a number line and is useful for showing how data are distributed -Frax/Reflex
● Day 3: Solve problems involving line plots and fractions.	NJSLS 4.MD.B.4 NJSLS 4.NF.B.3d	-Students read data from a line plot that is either provided to them or that they create. They use the data to solve problems, some of which require adding or subtracting mixed numbers. -Data from line plots can be used to solve problems. -Frax/Reflex
Day 4: Critique the reasoning of others using an understanding of line plots.	NJSLS 4.MD.B.4 NJSLS 4.NF.B.3d	-Students apply the Thinking Habits good problem solvers use as they critique reasoning

	NJSLS 4.NF.B.3c	related to solving problems involving the interpretation of line plots. -Frax/Reflex
Day 5: Apply their knowledge to represent and interpret data on line plots	NJSLS 4.MD.B.4 NJSLS 4.NF.B.3d NJSLS 4.NF.A.1 NJSLS 4.NF.A.2	-Chapter 8 Practice Test -Frax/Reflex
Day 6: Apply their knowledge to represent and interpret data on line plots	NJSLS 4.MD.B.4 NJSLS 4.NF.B.3d NJSLS 4.NF.A.1 NJSLS 4.NF.A.2	-Chapter 8 Test -Frax/Reflex
Day 7: Relate fractions and decimals with denominators of 10 and 100.	NJSLS 4.NF.C.6	-Students learn how to write and these fractions in decimal form. They also relate money to decimals and write money amounts with the dollar sign and decimal point for the first time in the program. -Frax/Reflex
Day 8: Locate and describe fractions and decimals on number lines.	NJSLS 4.NF.C.6 NJSLS 4.MD.A.2	-Students locate given decimals on a number line and name the decimal for a given point. -Frax/Reflex
Day 9: Compare decimals by reasoning about their size.	NJSLS 4.NF.C.7 NJSLS 4.MD.A.2	-Students begin to develop an understanding of decimal place value and use place value to compare decimals to hundredths. They also use models to compare decimals. -Frax/Reflex
Day 10: Add fractions with denominators of 10 and 100 by using equivalent fractions.	NJSLS 4.NF.C.5	-Students add fractions with denominators of 10 and 100, renaming fractions to have common denominators when necessary. -Frax/Reflex
Day 11: Use fractions or decimals to solve word problems involving money.	NJSLS 4.MD.A.2	-Students use bills and coins to represent money amounts and do computations to solve real-world problems. -Frax/Reflex
Day 12: Use the structure of the place value	NJSLS 4.NF.C.7	-Students focus on the Thinking Habits good

system for decimals to solve problems.	NJSLS 4.MD.A.2	problem solvers use when they look for and use structure when solving problems with decimals. -Frax/Reflex
Day 13: Apply their knowledge to understand and compare decimals	NJSLS 4.NF.B.3d NJSLS 4.NF.A.1 NJSLS 4.NF.A.2 NJSLS 4.NF.C.6 NJSLS 4.NF.C.5 NJSLS 4.NF.C.7 NJSLS 4.MD.A.2	-Chapter 9 Practice Test -Frax/Reflex
Day 14: Apply their knowledge to understand and compare decimals	NJSLS 4.NF.B.3d NJSLS 4.NF.A.1 NJSLS 4.NF.A.2 NJSLS 4.NF.C.6 NJSLS 4.NF.C.5 NJSLS 4.NF.C.7 NJSLS 4.MD.A.2	-Chapter 9 Test -Frax/Reflex
Day 15: Recognize the relative size of customary units of length and convert from a larger unit to a smaller unit.	NJSLS 4.MD.A.1 NJSLS 4.MD.A.2 NJSLS 4.OA.A.3 NJSLS 4.NF.B.3d NJSLS 4.NF.B.4c	-Students develop procedures for converting units and solving measurement problems. -Students use relative size of customary units of length to convert from a larger unit to a smaller unit. -Frax/Reflex
Day 16: Recognize the relative size of customary units of capacity and convert from a larger unit to a smaller unit.	NJSLS 4.MD.A.1 NJSLS 4.MD.A.2 NJSLS 4.OA.A.3 NJSLS 4.NF.B.3d NJSLS 4.NF.B.4c	-Students develop procedures for converting units and solving measurement problems. -Students use relative size of customary units of capacity to convert from a larger unit to a smaller unit. -Frax/Reflex
Day 17: Recognize the relative size of customary units of weight and convert from a larger unit to a smaller unit.	NJSLS 4.MD.A.1 NJSLS 4.MD.A.2 NJSLS 4.OA.A.3 NJSLS 4.NF.B.3d NJSLS 4.NF.B.4c	-Students develop procedures for converting units and solving measurement problems. -Students learn about the customary units of weight, including ounce, pound, and ton. They learn the relative size of these units and how to convert from a larger unit of weight to a smaller unit.

		-Frax/Reflex
Day 18: Recognize the relative size of metric units of length and convert from a larger unit to a smaller unit.	NJSLS 4.MD.A.1 NJSLS 4.MD.A.2 NJSLS 4.OA.A.3 NJSLS 4.NF.C.7	-Students develop procedures for converting units and solving measurement problems. -Students learn the relative size of metric units of length. Students learn how to convert from a larger metric unit of length to a smaller unit to solve problems. -Frax/Reflex
Day 19: Recognize the relative size of metric units of capacity and mass and convert from a larger unit to a smaller unit.	NJSLS 4.MD.A.1 NJSLS 4.MD.A.2 NJSLS 4.OA.A.3	Students develop procedures for converting units and solving measurement problems. -Frax/Reflex
Day 20: Find the unknown length or width of a rectangle using the known area or perimeter.	NJSLS 4.MD.A.3 NJSLS 4.OA.A.3 NJSLS 4.NF.B.4c NJSLS 4.MD.A.2	-Students solve problems using perimeter and area. -Students learn and use perimeter and area formulas to find missing side lengths of rectangles. -Frax/Reflex
Day 21: Be precise when solving measurement problems.	NJSLS 4.MD.A.3 NJSLS 4.OA.A.3 NJSLS 4.NF.B.4c NJSLS 4.MD.A.2	-Students select and use multiple problem-solving methods, with an emphasis on precision. -Frax/Reflex
Day 22: Apply their knowledge to find equivalence in units of measure	NJSLS 4.MD.A.3 NJSLS 4.OA.A.3 NJSLS 4.NF.B.4c NJSLS 4.MD.A.2	-Chapter 10 Practice Test -Frax/Reflex
Day 23: Apply their knowledge to find equivalence in units of measure	NJSLS 4.MD.A.3 NJSLS 4.OA.A.3 NJSLS 4.NF.B.4c NJSLS 4.MD.A.2	-Chapter 10 Test -Frax/Reflex
Day 24: Create or extend a number sequence based on a rule. Identify features of the pattern in the sequence that are not described by the rule.	NJSLS 4.OA.C.5 NJSLS 4.NBT.B.4 NJSLS 4.OA.B.4	-Students use a given rule to extend an number sequence and find features of the pattern in the sequence that are not given in the rule. -Frax/Reflex

Day 25: Use a rule to extend a number pattern and solve a problem. Identify features of the pattern.	NJSLS 4.OA.C.5 NJSLS 4.NBT.B.5 NJSLS 4.NBT.B.6 NJSLS 4.OA.B.4	-Students generate a table of values from a given rule and look for features of the pattern in the table. -Frax/Reflex
Day 26: Generate a shape pattern that follows a given rule and predict a shape in the pattern.	NJSLS 4.OA.C.5 NJSLS 4.OA.A.3 NJSLS 4.NBT.B.6	-Students use a rule to predict a number or shape in a pattern -Students extend repeating patterns of shapes. -Frax/Reflex
Day 27: Solve problems by using patterns	NJSLS 4.OA.C.5	-Students look for and use structure to solve problems related to extending patterns. -Students select and use multiple problem-solving methods with an emphasis on looking for and using structure. -Frax/Reflex
Day 28: Apply their knowledge to generate and analyze patterns.	NJSLS 4.OA.C.5 NJSLS 4.NBT.B.5 NJSLS 4.NBT.B.6 NJSLS 4.OA.B.4	-Chapter 11 Practice Test -Frax/Reflex
Day 29: Apply their knowledge to generate and analyze patterns.	NJSLS 4.OA.C.5 NJSLS 4.NBT.B.5 NJSLS 4.NBT.B.6 NJSLS 4.OA.B.4	-Chapter 11 Test -Frax/Reflex
Day 30: Recognize and draw lines, rays, and angles with different measures.	NJSLS. 4.G.A.1 NJSLS 4.MD.C.5a	Students are formally introduced to the following terms: point, line, line segment, ray, and angle. Students also learn to classify angles as right, acute, obtuse, and straight. -Frax/Reflex
Day 31: Find the measure of an angle that turns through a fraction of a circle.	NJSLS 4.MD.C.5a NJSLS 4.NF.A.1 NJSLS 4.NF.B.3b	Students learn that the unit used to measure angles is a degree and that a unit angle is an angle that turns through 1/360 of a circle. -Frax/Reflex
Day 32: Use known angle measures to measure unknown angles.	NJSLS 4.MD.C.5b NJSLS 4.MD.C.5a	Students begin applying the measurement process to measuring angles. -Frax/Reflex

Day 33: Use a protractor to measure and draw angles.	NJSLS 4.MD.C.6 NJSLS 4.MD.C.5b	Students are introduced to a tool designed for measuring angles, a protractor. Point out that a protractor is half of a circle and has marks from 0 degrees to 180 degrees since ½ of 360 degrees is 180 degrees. -Frax/Reflex
Day 34: Use addition and subtraction to solve problems with unknown angle measures.	NJSLS 4.MD.C.7 NJSLS 4.NBT.B.4	Students add and subtract angle measures to solve problems such as finding an unknown angle measure or a diagram. They use equations to solve these problems. -Frax/Reflex
Day 35: Use appropriate tools, such as a protractor and ruler, to solve problems.	NJSLS 4.MD.C.6 NJSLS 4.MD.C.5 NJSLS 4.MD.C.7 NJSLS 4.OA.A.3	Students use appropriate tools to solve problems involving angle measures and distances. -Frax/Reflex
Day 36: Apply their knowledge to understand concepts of angles and angle measurement	NJSLS 4.MD.C.5a NJSLS 4.NF.A.1 NJSLS 4.NF.B.3b NJSLS. 4.G.A.1	-Chapter 12 Practice Test -Frax/Reflex
Day 37:Apply their knowledge to understand concepts of angles and angle measurement	NJSLS 4.MD.C.5a NJSLS 4.NF.A.1 NJSLS 4.NF.B.3b NJSLS. 4.G.A.1	-Chapter 12 Test -Frax/Reflex
Day 38: Draw and identify perpendicular, parallel, and intersecting lines.	NJSLS 4.G.A.1	-Students learn about parallel, perpendicular, and intersecting lines. -Students use drawings to identify parallel, perpendicular, and intersecting lines. -Frax/Reflex
Day 39: Classify triangles by line segments and angles	NJSLS 4.G.A.2 NJSLS 4.OA.C.5 NJSLS 4.MD.C.5 NJSLS 4.G.A.1	-Students classify triangles by their sides and by their angles. -Students use drawings to classify triangles as equilateral, isosceles, scalene, right, acute, and obtuse. -Frax/Reflex
Day 40: Classify quadrilaterals by lines and	NJSLS 4.G.A.2	-Students classify quadrilaterals by their sides

angles	NJSLS 4.G.A.1	and by their angles. -Students classify quadrilaterals as parallelograms, rectangles, squares, rhombuses, trapezoids, or more than one of these categories. -Frax/Reflex
Day 41: Recognize and draw lines of symmetry. Identify line symmetric figures.	NJSLS 4.G.A.3	-Students recognize and draw lines of symmetry and identify line-symmetric figures. -Students use drawings and cut out figures to understand line symmetry. -Frax/Reflex
Day 42: Draw figures that have line symmetry.	NJSLS 4.G.A.3	-Students draw figures with a given number of lines of symmetry. -Students use tools such as dot paper to learn procedures for drawing figures with line symmetry. -Frax/Reflex
Day 43: Use understanding of two-dimensional shapes to critique the reasoning of others.	NJSLS 4.G.A.2 NJSLS 4.G.A.1 NJSLS 4.MD.A.3	Students critique the reasoning of others by using what they know about two-dimensional shapes. -Frax/Reflex
Day 44: Apply their knowledge to understanding lines, angles, and shapes	NJSLS 4.G.A.2 NJSLS 4.G.A.1 NJSLS 4.GA.3	-Chapter 13 Practice Test -Frax/Reflex
Day 45: Apply their knowledge to understanding lines, angles, and shapes	NJSLS 4.G.A.2 NJSLS 4.G.A.1 NJSLS 4.GA.3	-Chapter 13 Test -Frax/Reflex

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