Curriculum Mapping 2022-2023
Math – 4th Grade
1st Nine Weeks

Chapter 1

Chapter 1 : Place Value, Addition, and Subtraction to One Million Number of School Days: 8-9 days instruction, 2 days assessments, total 11-12 days
Chapter Vocabulary: base, evaluate, inverse operations, order of operations, distributive property, exponent, numerical expression, & period
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	**Indiana Standard(s)** Academic Vocabulary	**Learning Targets and "I CAN" Statements**	**Resources/Activities**	**Pacing** (each lesson takes one day or indicated below)	**Assessments**
1.1 Model Place Value Relationships		**Learning Objective**: Model the 10-to-1 relationship place-value position in the base-ten number system. **Students:** I can write the number in a place-value chart and then find the place value of the digit and tell its value.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	1 (8/10)	**Homework:** pg. 9 - 10 or online **Math Journal:** How does a digit in the ten thousands place compare to a digit in the thousands place?
1.2 Read and Write Numbers	4.NS.1 word form standard form expanded form equivalent	**Learning Objectives:** Read and write whole numbers in standard form, word form, and expanded form. **Students:** I can use digits to read and write the standard form, use word names to write the word form, or use the total value of each digit as addends to read and write expanded form.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	2 (8/12)	**Homework:** pg. 15-16 or online **Math Journal:** Is 70 thousand written in standard form or word form? Explain
1.3 Compare and Order Numbers	4.NS.2 compare greater than less than equal	**Learning Objectives:** Compare and order numbers based on the values of the digits in each number.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	3 8/13	**Homework:** pg. 21-22 or online **Math Journal:** Suppose the leftmost digits of two numbers are 8 and 3. Can you tell which number is greater? Explain.

	whole number	**Students:** I can compare numbers up to 1,000,000 using greater than, less than, and equal to symbols.			
1.4 Round Numbers	4.NS.9 round place value	**Learning Objectives:** Round a whole number to any place. **Students:** I can round whole numbers to any given place value.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	4 8/16	**Homework**: pg. 27-28 or online **Math Journal:** Jessie says to round 763,400 to the nearest ten thousand, he will round to 770,000. Is he right? Explain *Mid-Chapter Checkpoint pg. 29-30*
1.6 Add Whole Numbers	4.C.1 algorithm 4.AT.1 variable equation	**Learning Objective:** Add whole numbers and determine whether solutions to additional problems are reasonable. **Students:** I can align the digits by place value, and then add from right to left, regrouping when necessary to find the sum.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	5 8/17	**Homework**: pg. 41-42 or online **Math Journal:** Have students write a story by finding the sum of 506,211 and 424,809. Then have them solve the problem.
1.7 Subject Whole Numbers	4.C.1 algorithm 4.AT.1 variable equation	**Learning Objectives:** Subtract whole numbers and determine whether solutions to subtraction problems are reasonable. **Students:** I can align the digits by place value, then subtract from right to left regrouping when necessary to find the difference	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	6 8/18	**Homework:** pg. 47-48 or online **Math Journal:** Have students write a story problem that can be solved by finding the difference of 432,906 and 61,827. Then have them solve the problem.
1.8 Comparison Problems with Addition and Subtraction	4.C.1 algorithm 4.AT.1 variable equation	**Learning Objective:** Use the strategy to draw a diagram to solve comparison problems with addition and subtraction. **Students:** I can draw a bar model to represent the situation in an addition or subtraction problem.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	7 8/19	**Homework:** pg. 53-54 or online **Math Journal:** Write a comparison problem you can solve using addition or subtraction. Draw a bar model to represent the situation.
Practice Test/Review Day				8 8/20	
1.8a Algebra Relate Operations	4.C.4 product multiple factor 4.AT.2	**Learning Objective:** Use repeated addition to show multiplication and repeated subtraction to show division.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	10 8/24	**Homework:** (IN Success) pg. 5-6 **Math Journal**: Explain how to use repeated subtraction to divide 35 by 5.

		Students: I can add equal-sized groups to show multiplication and I can subtract equal-sized groups to show division	IN Success Book		
1.8b Model Equal Groups 1.8c Model Arrays and Area Models	4.C.4 product multiple factor	**Learning Objective:** Use models to solve problems. **Students:** I can make models to show equal groups in the problems. **Learning Objectives:** Use arrays and area models to model multiplication and division problems. **Students**: I can draw arrays and area models to show the factors in multiplication to help me find the product.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success Book	11 8/25	**Homework**: (IN Success) pg.11-12 **Math Journal**: Explain how to use a number line to find how many students are in each group if there are 45 students and 9 equal groups.
1.8d Related Multiplication and Division 1.8e Use Multiplication and Division Strategies	4.C.4 product multiple factor 4.AT.2 4.C.4 product multiple factor 4.C.7 Commutative Associative Distributive			12 8/26	**Homework:** (IN Success) pg. 23-24 **Math Journal:** Explain how you can use related fats to solve 54/9. Include all of the related fats in our explanation.
1.8f Multiplication Table Through 10 1.8g Multiplication Properties	4.C.4 product multiple factor	**Learning Objective**: You will use a multiplication table to find products and quotients. **Students:** I can use a multiplication table to find a product.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Book	13 8/27	**Homework:** (IN Success) pg. 29-30 **Math Journal**: Explain how to use two different strategies to solve 8x6.
Chapter 1 Test	all standards covered in chapter	Assess content taught in Chapter 1	Printed or online format	9 8/23	Chapter 1 Test
Performance Task Chapter 1	all standards covered in chapter	**Place Value, Addition, and Subtraction to One Million**	An Amusement Park	14 8/30	An Amusement Park

Chapter 2

Chapter 2 : Multiply by 1-Digit Numbers	Number of School Days: 13 days instruction, 2 days assessments, total 16 days
Chapter Vocabulary: factor, multiply, number line, place value, product, estimate, round, Distributive Property, partial product, expanded form, Associative Property of Multiplication, regroup,	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance	

Lesson	Indiana Standard(s) Academic Vocabulary	Learning Targets and "I CAN" Statements	Resources/Activities	Pacing (in school days)	Assessments
Chapter Intro		Activate Prior Knowledge	pg.61-62B Pretest	14 8/30	Pretest
2.1 Multiplication Comparisons	4.AT.3 product multiplicative comparison factor	**Learning Objective:** Relate multiplication equations and comparison statements. **Students:** I can use a bar model to represent the two quantities being compared.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	15 8/31	**Homework:** pg. 67-68 or online **Math Journal:** Draw a model, and write an equation to represent "4 times as many as 3 is 12" Explain your work.
2.2 Comparison Problems	4.AT.4 equation variable	**Learning Objective:** Solve problems involving multiplicative comparison and additive comparison. **Students:** I can use drawings or symbols to help me solve real-word problems that involve	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	16 9/1	**Homework:** 73-74 or online **Math Journal:** Write a problem involving how much more than and solve it. Explain how drawing a diagram helped you solve the problem.
2.3 Multiply Tens, Hundreds, and Thousands	4.C.2 whole number product place value	**Learning Objective:** Multiply tens, hundred, and thousands by whole numbers through 10 **Students:** I can rewrite the problem using place value.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich	17 9/2	**Homework:** 79-80 or online **Math Journal:** Explain how finding 7x20 is similar to finding 7x2,000. Then find each product.

			Grab-and-Go Center Kit		
2.4 Estimate Products	4.C.2 whole number product place value	**Learning Objective:** Estimate products by rounding and determine if exact answers to multiplication problems are reasonable. **Students:** I can describe and explain my method of solving multiplication problems	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	18 9/3	**Homework:** 85-86 **Math Journal:** Describe a real-life multiplication situation for which an estimate makes sense.
2.5 Multiply Using Distributive Property	4.C.2 4.C.7 distributive	**Learning Objective:** Use the Distributive Property to multiply a 2-digit number by a 1-digit number. **Students:** I can use and explain the distributive property.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	19 9/7	**Homework:** 91-92 or online **Math Journal:** Explain how you can use a model to find 6x17.
2.6 Multiply Using Expanded Form	4.C.2 whole number product place value	**Learning Objective:** Use expanded form to multiply a multidigit number by a 1-digit number. **Students:** I can write the greater number in expanded form. Then I can use the Distributive Property to multiply each addend by the 1-digit number and add the partial products to find the product.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	20 9/8	**Homework:** 97-98 or online **Math Journal**: Explain how you can find 3x584 using expanded form.
2.7 Multiply Using Partial Products	4.C.2 whole number product place value	**Learning Objective:** Use place value and partial products to multiply a multidigit number by a 1-digit number. **Students**: I can break apart the greater number into thousands, hundreds, tens, and ones. Then I can multiply each part by the other factor. Finally, I can add the particle products.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	21 9/9	**Homework:** 103-104 **Math Journal:** Explain how you can find 4x754 using two different methods. **Mid-Chapter Checkpoint 105-106**
2.8 Multiply Using Mental Math	4.C.2 whole number product place value	**Learning Objective:** Use mental math and properties to multiply a multidigit number by a 1-digit number. **Students:** I can break apart a number to make	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich	22 9/10	**Homework:** 111-112 **Math Journal:** Show how to multiply 6x298 using friendly numbers and then using properties

		numbers that are easy to multiply mentally.	Grab-and-Go Center Kit		and mental math.
2.10 Multiply 2-Digit Numbers with Regrouping	4.C.2 whole number product place value	**Learning Objective:** Use regrouping to multiply a 2-digit number by a 1-digit number. **Students:** I can use regrouping to multiply a 2-digit number by a 1-digit number.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	23 9/13	**Homework:** 123-124 or online **Math Journal:** Write a 2-digit by 1-digit multiplication word problem.
2.11 Multiply 3-Digit and 4-Digit Numbers with Regrouping	4.C.2 whole number product place value	**Learning Objective**: Use regrouping to multiply a multidigit number by a 1-digit number. **Students**: I can multiply a three and four digit number by a one digit number using appropriate strategies.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	24 9/14	**Homework**: 129-130 or online **Math Journa**l: Explain how finding 4x384 can help you find 4x5,384. Then find both products.
2.12 Solve Multistep Problems Using Equations	4.C.2 4.AT.1 whole number product place value variable equation	Learning Objective: Represent and solve multistep problems using equations. Students: I can make models using the information given. Then I can use the models to write and solve the equations needed to solve the problem.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	25 9/15	Homework: 135-136 Math Journal: Write a word problem that could be solved by writing and solving a multi step equation Then solve your problem.
Practice Test				26 9/16	
Chapter 2 Test	all standards covered in Chapter 2	Assess content taught in Chapter 2	Print or online content	27 9/17	Chapter 2 Test
Performance Task 2	all standards covered in chapter	**Multiply by 1-Digit Numbers**	Cars, Trains, Boats, and Planes		Cars, Trains, Boats, and Planes

Chapter 3

Chapter 3 : Place Value and Operations with Whole Numbers	Number of School Days: 8 days instruction, 2 days assessments, total 11 days
Chapter Vocabulary: Associative Property of Multiplication, factor, place value product, compatible numbers, estimate, round, partial product, Commutative Property of Multiplication, regroup,	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics	

High Importance Moderate Importance Low Importance

Lesson	Indiana Standard(s) Academic Vocabulary	Learning Targets and "I CAN" Statements	Resources/Activities	Pacing (in school days)	Assessments
Chapter Intro		Activate Prior Knowledge	pg. 143-144B Pretest	28 9/20	Pretest
3.1 Multiply by Tens	4.C.2 whole number product place value	**Learning Objective**: Use place value and multiplication properties to multiply by tens. **Students:** I can use place value, the Associative Property, a number line, and mental math.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	28 9/20	**Homework:** 149-150 or online **Math Journal:** Write the steps for how to use a number line to multiply a 2-digit number by 20. Give an example.
3.2 Estimate Products	4.C.2 whole number product place value	**Learning Objective:** Estimate products by rounding or by using compatible numbers. **Students:** I can round each factor to the greatest place value or use compatible numbers.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	29 9/21	**Homework:** 155-156 or online **Math Journal:** Describe a real-life multiplication situation for which an estimate makes sense. Explain why it makes sense.
3.3 Area Models and Partial Products 3.4 Multiply Using Partial Products (start on page 165)	4.C.2 whole number product place value	**Learning Objective:** Use are models and partial products to multiply 2-digit numbers. **Students:** I can draw an area model to find the partial products, and then add the partial products to find the final answer. **Learning Objective:** Use place value and partial products to multiply 2-digit numbers. **Students:** I can break apart the numbers into tens and ones and multiply to find partial products, and then add the partial products.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	30 9/22	**Homework**: 161-162 **Math Journal:** Describe how to model 2-digit by 2-digit multiplication using an area model. **Homework:** 167-168 or online **Math Journal:** Explain why it works to break apart a number by place values to multiply.

3.5 Multiply with Regrouping	4.C.2 whole number product place value	**Learning Objective**: Use regrouping to multiply 2-digit numbers. **Students**: I can multiply the ones Then i can rewrite the product as ones and regrouped tens. Then I can multiply the tens and add the regrouped tens to the product.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	31 9/23	**Homework**: 175-176 or online **Math Journal:** Write about which method you prefer to use to multiply two 20digit numbers-regrouping, partial products, or breaking apart a model. Explain why.
3.6 Choose a Multiplication Method	4.C.2 whole number product place value	**Learning Objective**: Choose a method to multiply 2-digit numbers. **Students**: I can use partial products or I can use regrouping.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	32 9/24	**Homework:** 181-182 or online **Math Journal:** How is multiplication using partial products different from multiplication using regrouping? How are they similar?
3.7 Multiply 2-digit Numbers	4.C.2 whole number product place value	**Learning Objective:** Use the strategy to draw a diagram to solve multistep multiplication problems. **Students:** I can use a diagram to solve a multistep multiplication problem.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	33 9/27	**Homework:**187-188 or online **Math Journal:** Write a multistep math problem. Explain the steps needed to solve the problems. **Chapter 3 Review**
Practice Test /Review				34 9/28	
Chapter 3 Test	all standards covered in Chapter 3	assess standard taught in the chapter	Chapter 3 Test paper or online	35 9/29	**Chapter 3 Test**
Performance Task 3	all standards covered in chapter	**Multiplying 2-Digit Numbers**	Visiting New York City		Visiting New York City

2nd Nine Weeks

Chapter 4

Chapter 4 : Divide by 1-Digit Numbers	Number of School Days: 13 days instruction, 2 days assessments, total 16 days

Chapter Vocabulary: multiple, counting number, factor, multiplication, products, remainer, divide, dividend, divisio, divisor, quotient, hundreds, ones, place value, tens, thousands, compatible numbers, Distributive Property, partial quotient
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	Indiana Standard(s) Academic Vocabulary	Learning Targets and "I CAN" Statements	Resources/Activities	Pacing (in school days)	Assessments
Chapter Intro		Activate Prior Knowledge	pg.195-196 B Pretest	36 9/30	Pretest
4.1 Estimate Quotients Using Multiples	4.C.3 Quotient Remainder Dividend Divisor	**Learning Objective:** Use multiples to estimate quotients. **Students:** I can list multiples of the divisor until I find two multiples the dividend is between.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	36 9/30	**Homework:** 201-202 or online **Math Journal:** Write a word problem that you can solve using multiples to estimate the quotient. Include the solution.
4.2 Investigate Remainders	4.C.3 Quotient Remainder Dividend Divisor	**Learning Objective**: Use models to divide whole numbers that do not divide evenly. **Students**: I can divide the total number of counters into equal groups by placing the same number of counters in each group until the number of counters left to divide is less than the divisor.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	37 10/1	**Homework:** 207-208 or online **Math Journal**: Describe a real life situation where you would have a remainder.
4.3 Interpret the Remainder	4.C.3 Quotient Remainder Dividend Divisor	**Learning Objective:** Use remainders to solve the division problem. **Students:** I use reminders in different ways depending on the situation.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	38 10/4	**Homework:** 213-24 or online **Math Journal**: Write word problems that represent each way you can use a remainder in a division problem Include solutions.
4.4 Divide Tens,	4.C.3 Quotient	**Learning Objective:** Divide tens, hundred, and thousands by whole numbers through 10.	iStudent Edition Personal Math Trainer	39 10/5	**Homework**: 219-220 or online

Hundreds, and Thousands	Remainder Dividend Divisor	**Students:** I can identify the basic fact, and then use place value to divide.	Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit		**Math Journal**: Explain how your knowledge of place value helps you divide a number in the thousands by whole numbers through 10.
4.5 Estimate Quotients Using Compatible Numbers	4.C.3 Quotient Remainder Dividend Divisor	**Learning Objective:** Use compatible numbers to estimate quotients. **Students**: I can choose a number that is close to the dividend and easy to divide by the divisor.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	40 10/6	**Homework:** 225-226 or online **Math Journal**: How can you estimate 1,506/2 so that it is close to the actual answer of 753?
4.6 Investigate Division and the Distributive Property	4.C.3 Quotient Remainder Dividend Divisor	**Learning Objective:** Use the Distributive Property to find quotients. **Students**: I can use the Distributive Property to find quotients.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	41 10/7	**Homework**: 231-232 **Math Journal**: Explain how to use the Distributive Property to solve 48/3. Include a model to support your explanation. *Mid-Chapter Checkpoint*
4.7 Investigate Divide Using Repeated Subtraction	4.C.3 Quotient Remainder Dividend Divisor 4.AT.2	**Learning Objective:** Use repeated subtraction and multiples to find quotients. **Students**: I can subtract multiples of the divisor from the dividend and record my work vertically.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	42 10/8	**Homework:** 239-240 or online **Math Journal**: Show how you can use repeated subtraction to find 84/6.
4.8 Divide Using Partial Quotients	4.C.3 Quotient Remainder Dividend Divisor	**Learning Objective**: Use partial quotients to divide. **Students**: I can use partial quotients by choosing multiples of the divisor and subtracting from the dividend.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	43 10/11	**Homework**: 245-246 or online **Math Journal**: Explain how to use partial quotients to divide 235 by 5.
4.9 Investigate Model Division with Regrouping	4.C.3 Quotient Remainder Dividend Divisor	**Learning Objective**: Use base-ten blocks to model division with regrouping. **Students:** I can use tens blocks and ones blocks to model the dividend.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	44 10/12	**Homework**: 251-252 or online **Math Journal:** Write a division problem that has 2-digit dividend and 1-digit divisor. Shoe how to solve it by drawing a quick

					picture.
4.10 Place the First Digit	4.C.3 Quotient Remainder Dividend Divisor	**Learning Objective:** Use place value to determine where to place the first digit of a quotient. **Students**: I can use place value to divide.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	45 10/13	**Homework:** 257-258 or online **Math Journal**: Write a division problem that will have a 2-digit quotient and another division problem that will have a 3-digit quotient. Explain how you chose the divisors and dividends.
4.11 Divide by 1-Digit Numbers	4.C.3 Quotient Remainder Dividend Divisor	**Learning Objective**: Divide multi digit numbers by 1-digit divisors. **Students**: I can use the steps to divide, then I multiply the quotient by the divisor and add any remainder.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	46 10/14	**Homework**: 263-264 or online **Math Journal**: Josey got an answer of 167 r4 for 505 divided by 3. Explain and correct Josey's error.
4.12 Problem Solving Multistep Division Problems	4.C.3 Quotient Remainder Dividend Divisor 4.AT.4 Equation Variable Multiplicative Comparison Additive Comparison	**Learning Objective**: Solve problems by using the strategy to draw a diagram. **Students**: I can use bar models to help me solve each step of a multistep problem.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	47 10/15	**Homework**: 269-270 or online **Math Journal**: Write a two-step problem that you can solve using the strategy to draw a diagram. Explain how you can use the strategy to find the solution.
Review/Practice Test				48 10/18	
Chapter 4 Test	all standards covered in Chapter 4	Assess the standards taught in Chapter 4.	Chapter 4 Test online or paper copy.	49 10/19	Chapter 4 Test
Performance Task 4	all standards covered in chapter	Divide by 1-Digit Numbers	Helping Hands	50 10/20	Helping Hands

Chapter 5

Chapter 5: Factors, Multiples, and Patterns	Number of School Days: 6-7 days instruction, 2 days assessments, total 9-10 days
Chapter Vocabulary: factor, array, product, divisible, common factor, common multiple, multiple, composite number, prime number, pattern, term	
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance	

Lesson	**Indiana Standard(s)** Academic Vocabulary	**Learning Targets and "I CAN" Statements**	**Resources/Activities**	**Pacing** (in school days)	**Assessments**
Chapter Intro		Activate Prior Knowledge	pg.277-278B	50 10/20	Pretest
5.1 Model Factors	4.NS.8 factor factor pair whole number multiple	**Learning Objective**: Find all the factors of a number by using models. **Students:** I can use square tiles and try to arrange the required number of ties into rectangles.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	51 11/1	**Homework:** pg. 283-284 or online **Math Journal:** Have students write the answer to the Essential Question and draw examples to explain their answer.
5.2 Factors and Divisibility	4.NS.8 factor factor pair whole number multiple	**Learning Objectives:** How can you tell whether one number is a factor of another number. **Students:** I can use the divisibility rule to check if a number is a factor of another number.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	52 11/2	**Homework:** pg. 289-290 or online **Math Journal:** Find the factors of 42. Show and explain your work, and list the factors pairs in a table.
5.3 Problem Solving Common Factors	4.NS.8 factor factor pair whole number multiple	**Learning Objectives:** Solve problems by using the strategy to make a list. **Students:** I can make a list of factors for each number, and then identify the factor or factors that are on both lists.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	53 11/3	**Homework:** pg.295-296 or online **Math Journal:** Describe how making a list can help you solve a math problem. Write a problem that could be solved by making a list. Mid-Chapter Checkpoint
5.4 Factors and Multiples	4.NS.8 factor factor pair whole number multiple	**Learning Objectives:** Understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich	54 11/4	**Homework**: pg. 303-304 or online **Math Journal:** Write a word problem that can be solved by

		Students: I can determine if a number is a multiple of a given number.	Grab-and-Go Center Kit		finding the numbers that have 4 as a factor.
5.5 Prime and Composite Numbers		**Learning Objectives:** Determine whether a number is a prime or composite. **Students:** I can try to find three factors of the number.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	55 11/5	**Homework:** pg. 309-310 or online **Math Journal**: Describe how to decide if 94 is a prime number or composite number.
5.6 Algebra Number Patterns	4.AT.6 equation variable number pattern	**Learning Objective:** Generate a number pattern and describe features of the pattern. **Students:** I can use a rule and follow the rule to get from one term to the next term.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	56 11/8	**Homework**: pg. 315-316 or online **Math Journal:** Give an example of a rule for a pattern. List a set of numbers that fit the pattern.
Review Day/Practice Test				57 11/9	
5.6a Algebra Describe Relationships	4.AT.6 equation variable number pattern	**Learning Objectives:** You will use equations to describe relationships between two variables. **Students:** I can use the input values from the table and the equation to calculate the output values.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success	59 11/11	**Homework:** pg. 47-48 IN Success or online **Math Journal:** Create a function table. Use the equation y=3x-7 inputs for x should be 3, 4, ad 5.
5.6b Relate Fractions and Whole Numbers	4.NS.3 fractions whole number mixed number improper fraction	**Learning Objective:** You will locate and draw points as fractions and whole numbers on a number line and then use models to write fractions greater than 1. **Students:** I can use a number line to model fractions greater than 1.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success	60 11/12	**Homework:** pg. 53-54 IN Success or online **Math Journal:** Are 1 and 4/4 equal? Use a number line to explain your answer.
5.6c Fraction Greater than 1	4.NS.3 fractions whole number mixed number improper fraction	**Learning Objective:** You will use objects and pictures to name and write mixed numbers and fractions greater than 1. **Students:** I can use pictures to name mixed numbers bigger than 1.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success Book	61 11/15	**Homework:** pg. 59-60 IN Success or online **Math Journal**: Draw a model for 7/3. What is the equivalent mixed number?
Chapter 5 Test	all standards covered in Chapter 5	Assess all standard taught in Chapter 5	Chapter 5 Test online or paper format	62 11/10	Chapter 5 Test

Performance Task 5	all standards covered in chapter	**Factor, Multiples, and Patterns**	Taking the Subway		Taking the Subway

Chapter 6

Chapter 6: Fraction Equivalence and Comparison Number of School Days: 8-9 days instruction, 2 days assessments, total 11-12 days
Chapter Vocabulary: equivalent fractions, denominator, fraction, numerator, simplest form, common factor, denominator, equivalent fractions, factor, numerator, common denominator, common multiple, multiple, benchmark, common denominator, common numerator
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	**Indiana Standard(s)** Academic Vocabulary	**Learning Targets and "I CAN" Statements**	**Resources/Activities**	**Pacing** (in school days)	**Assessments**
Chapter Intro		Activate Prior Knowledge	Pages 325-326D	63 11/16	Pretest
6.1 Investigate Equivalent Fractions	4.NS.4 equivalent fractions numerator denominator	**Learning Objective**: Use models to show equivalent fractions. **Students:** I can model to show a fraction that is equivalent to ⅓ and a fraction that is not equivalent to ⅓.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	63 11/16	**Homework:** pg. 331-332 or online **Math Journal:** Draw a model to show a fraction that is equivalent to ⅓ and a fraction that is not equivalent to ⅓
6.2 Generate Equivalent Fractions	4.NS.4 equivalent fractions numerator denominator	**Learning Objectives:** Use multiplication to generate equivalent fractions. **Students:** I can multiply the numerator and denominator of a fraction by the same number.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	64 11/17	**Homework:** pg. 337-338 or online **Math Journal:** Explain how you can determine if ⅓ and 4/12 are equivalent fractions.
6.3 Simplest Form	4.NS.4 equivalent fractions numerator denominator	**Learning Objectives:** Write and identify equivalent fractions in simplest form. **Students:** I can write fractions in simplest form.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	65 11/18	**Homework:** pg. 343-3442 or online **Math Journal:** Explain using words or drawings how to write 6/9 in simplest form.
6.4 Common Denominators	4.NS.4 equivalent fractions numerator	**Learning Objectives:** Use equivalent fractions to represent a pair of fractions as fractions with a common denominator.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition	66 11/19	**Homework**: pg. 349-350 or online

	denominator	**Students:** I can find the multiples of the denominators and use a common multiple as a common denominator of the fractions.	Reteach and Enrich Grab-and-Go Center Kit		**Math Journal:** How are a common denominator and a common multiple alike and different?
6.6 Compare Fractions Using Benchmarks	4.NS.5 Numerator Denominator Benchmark Common denominator Unlike fractions Greater than Less than Equal	**Learning Objective:** Compare fractions using benchmarks. **Students:** I can use models and benchmarks on a number line to compare fractions.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	67 11/22	**Homework**: pg. 363-364or online **Math Journal:** Explain a strategy you could use to compare 2/6 and ⅝.
6.6a Compare Fractions Using 0. ½ , and 1 as a Benchmark	4.NS.5 Numerator Denominator Benchmark Common denominator Unlike fractions Greater than Less than Equal	**Learning Objectives:** You will compare two fractions using fraction circles, number lines, and 0, 1, and ½ as benchmarks. **Students:** I can use tools to compare fractions.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success	68 11/23	**Homework:** pg. 65-66 IN Success or online **Math Journal:** Compare ¾ and ⅝
6.7 Compare Fractions	4.NS.5 Numerator Denominator Benchmark Common denominator Unlike fractions Greater than Less than Equal	**Learning Objective:**Compare fractions by first writing them as fractions with a common numerator or a common denominator. **Students:** I can compare fractions with common numerators or denominators.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	69 11/29	**Homework:** pg.396-370 or online **Math Journal:** Give an example of fractions that you would compare by finding common denominators, and an example of fractions you would compare by finding common numerators.
6.8 Compare and Order Fractions	4.NS.5 Numerator Denominator Benchmark Common denominator Unlike fractions Greater than	**Learning Objective:** Compare and order fractions. **Students:** I can order fractions.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	70 11/30	**Homework:** pg. 375-376 or online **Math Journal**: How is ordering fractions on a number line similar to and different from ordering whole numbers on a number line.

	Less than Equal				
PracticeTest/ Review				71 12/1	
Chapter 6 Test	all standards covered in chapter	Assess content taught in Chapter 6	Printed or online format	72 12/2	Chapter 6 Test
Performance Task Chapter 6	all standards covered in chapter	**Fraction Equivalence and Comparison**	Have a Seat!		Have a Seat!

Chapter 7

Chapter 7: Add and Subtract Fractions Number of School Days: 10-11 days instruction, 2 days assessments, total 13-14 days
Chapter Vocabulary: fraction, unit fractions, denominator, numerator, mixed number, simplest form, Associative Property of Addition, Commutative Property of Addition
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	**Indiana Standard(s)** Academic Vocabulary	**Learning Targets and "I CAN" Statements**	**Resources/Activities**	**Pacing** (in school days)	**Assessments**
Chapter Intro		Activate Prior Knowledge	Pages 383-384B	73 12/3	Pretest
7.1 Investigate Add and Subtract Parts of a Whole	4.C.5 common denominator numerator decompose	**Learning Objective**: Understand that to add or subtract fractions they must refer to parts of the same whole. **Students:** I can add or subtract parts when the parts refer to the same-size whole.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	73 12/3	**Homework:** pg. 389-390 or online **Math Journal:** Draw a fraction circle to model ⅝-⅛ and write the difference.
7.2 Write Fractions as Sums	4.C.5 common denominator numerator decompose	**Learning Objectives:** Decompose a fraction by writing it as a sum of fractions with the same denominators. **Students:** I can write the fractions as a sum of fractions with the same denominator.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	74 12/6	**Homework:** pg. 395-396 or online **Math Journal:** Write 9/12 as a sum of unit fractions.
7.3 Add Fractions Using Models	4.AT.5 common denominator numerator	**Learning Objectives:** Use models to represent and find sums involving fractions. **Students:** I can use fractions strips to model each addend in a problem and then count the	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich	75 12/7	**Homework:** pg. 401-402 or online **Math Journal:** Find a recipe in a book or online that includes the amount of salt as a fraction. Model

		number of shaded parts to find the numerator of the sum.	Grab-and-Go Center Kit		how to find the amount of salt needed when the recipe is doubled.
7.4 Subtract Fractions and Using Models	4.AT.5 common denominator numerator	**Learning Objectives:** Use models to represent and find differences involving fractions. **Students:** I can use a model to represent the first fraction and cross out the parts of the model that represent the second fraction.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	76 12/8	**Homework**: pg. 407-408 or online **Math Journal:** List and describe the steps you would use to model 7/10-4/10
7.5 Add and Subtract Fractions	4.AT.5 common denominator numerator	**Learning Objectives:** Solve word problems involving addition and subtraction with fractions. **Students**: I can solve word problems with fractions.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	77 12/9	**Homework:** pg. 413-414 or online **Math Journal**: Compare how you would model and record finding the sum and difference of two rocks weighing 2/8 pound and ⅜ pound. *Mid-Chapter Checkpoint*
7.6 Rename Fractions and Mixed Numbers	4.NS.3 fractions whole number mixed number improper fraction 4.C.5	**Learning Objective:** Write fractions greater than 1 as mixed numbers and write mixed numbers as fractions greater than 1. **Students:** I can model the mixed number using fraction strips, and count how many parts I have.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center cKit	78 12/10	**Homework**: pg. 421-422 or online **Math Journal:** Draw and explain how you can use a number line to rename a fraction greater than 1 as a mixed number.
7.7 Add and Subtract Mixed Numbers	4.C.6 common denominator denominator numerator decompose	**Learning Objectives:** Add and subtract mixed numbers. **Students:** I can add and subtract mixed numbers.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	79 12/13	**Homework:** pg. 427-428 or online **Math Journal:** Describe how adding and subtracting mixed numbers can help you with recipes.
7.8 Subtraction with Renaming	4.C.6 common denominator denominator numerator equivalent fraction	**Learning Objective:** Rename mixed numbers to subtract. **Students:** I can rename the mixed number as a lesser whole number and a fraction greater than 1.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	80 12/14 AND 12/15	**Homework:** pg. 433-434 or online **Math Journal:** Explain when you know you need to rename a mixed number to subtract.
7.9 Algebra Fractions and	4.C.6 common denominator	**Learning Objective:** Use the properties of addition to add fractions.	iStudent Edition Personal Math Trainer Math on the Spot Video	81 12/16	**Homework:** pg. 439-440 or online

Properties of Addition	numerator	**Students:** I can use the Commutative and Associative Properties of Addition to change the order and grouping of the addends so the mixed numbers whose fractions have a sum of 1 are next to each other or added first.	Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success Book		**Math Journal**: Describe how the Commutative and Associative Properties of Addition can make adding mixed numbers easier.
Practice Test/Review				82 12/17	
Chapter 7 Test	all standards covered in chapter	Assess content taught in Chapter 7	Printed or online format	83 12/20	Chapter 7 Test
Performance Task Chapter 7	all standards covered in chapter	**Add and Subtract Fractions**	Lending a Hand		Lending a Hand

3rd 9 Weeks

Chapter 9

Chapter 9: Relate Fractions and Decimals Number of School Days: 7-8 days instruction, 2 days assessments, total 10-11days
Chapter Vocabulary: decimal, decimal point, tenth, hundredth, equivalent decimals, equivalent fractions,
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	**Indiana Standard(s)** Academic Vocabulary	**Learning Targets and "I CAN" Statements**	**Resources/Activities**	**Pacing** (in school days)	**Assessments**
Chapter Intro		Activate Prior Knowledge	Pages 493-494B	84 1/5	Pretest
9.1 Relate Tenths and Decimals	4.NS.6 common denominator numerator	**Learning Objective**: Record tenths as fractions and as decimals. **Students:** I can record tenths as fractions and as decimals.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	85 1/5	**Homework:** pg. 499-500 or online **Math Journal:** Do 0.3 and 3.0 have the same value? Explain.
9.2 Relate Hundredths and Decimals	4.NS.6 common denominator numerator	**Learning Objectives:** Record hundredths as fractions and as decimals. **Students:** I can record hundredths as fractions and as decimals.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	86 1/6	**Homework:** pg. 505-506 or online **Math Journal:** Describe a situation where it is easier to use decimals than fractions, and explain why.

9.2a Explore Decimal Place Value	4.NS.6 common denominator numerator	**Learning Objectives:** Explore and understand decimal place value. **Students:** I can understand decimal place value.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success	87 1/7	**Homework:** pg. 71-72 IN Success or online **Math Journal:** In standard form, write a number to two decimal places. Then rewrite the number in expanded form and word form.
9.3 Equivalent Fraction and Decimals	4.NS.4 equivalent fractions numerator denominator 4.NS.6 common denominator numerator	**Learning Objectives:** Record tenths and hundredths as fractions and decimals. **Students:** I can write equivalent fractions and decimals using models or place value.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	88 1/10	**Homework**: pg. 511-512 or online **Math Journal:** Write 5/10 in three equivalent forms.
9.4 Relate Fractions, Decimals. and Money	4.NS.6 common denominator numerator	**Learning Objectives:** Translate among representations of fractions, decimals, and money. **Students**: I can write a money amount as a fraction or decimal.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	89 1/11	**Homework:** pg.517-518 or online **Math Journal**: How do you write the decimal 6.8 when it refers to money? Explain.
9.5 Problem Solving Money	4.M.3 intervals mass volume	**Learning Objective:** Solve problems by using the strategy act it out. **Students:** I can then use coins to model and act out the problem to show sharing, joining, or separating the money amounts.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	90 1/12	**Homework**: pg.523-524 or online **Math Journal:** Write a money problem you can solve using sharing, joining, or separating.
9.6 Add Fractional Parts of 10 and 100	4.NS.4 equivalent fractions numerator denominator	**Learning Objectives:** Add fractions when the denominators are 10 or 100. **Students:** I can write both fractions as fractions with a denominator of 100.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	91 1/13	**Homework:** pg. 531-532 or online **Math Journal:** Explain how you would use equivalent fractions to solve 0.5+0.10
9.7 Compare Decimals	4.NS.7 greater than less than equal compare	**Learning Objective:** Compare decimals to hundredths by reasoning about their size. **Students:** I can use a decimal model to compare decimals by shading grids to show the two decimals and then determining how the decimals compare.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	92 1/14	**Homework:** pg. 537-538 or online **Math Journal:** Show or describe two different ways to complete the comparison 0.26 and 0.4

Review Day/Practice Test				93 1/18	
Chapter 9 Test	all standards covered in chapter	Assess content taught in Chapter 9	Printed or online format	94 1/19	Chapter 9 Test
Performance Task Chapter 9	all standard covered in chapter	**Fractions and Decimals**	Party Time		Party Time

Chapter 10

Chapter 10: Two-Dimensional Figures Number of School Days: 7-8 days instruction, 2 days assessments, total 10-11days
Chapter Vocabulary: acute angle, angle, line, line segment, obtuse angle, point, ray, right angle, straight angle, acute triangle, obtuse triangle, right triangle, intersecting lines, parallel lines, perpendicular lines, parallelogram, rectangle, rhombus, square, trapezoid, quadrilateral, line of symmetry, line symmetry, diagonal, horizontal, vertical, hexagon, regular polygon
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	**Indiana Standard(s)** Academic Vocabulary	**Learning Targets and "I CAN" Statements**	**Resources/Activities**	**Pacing** (in school days)	**Assessments**
Chapter Intro		Activate Prior Knowledge	Pages 547-548B	95	Pretest
10.1 Lines, Rays and Angles	4.G.3 angle ray vertex endpoint 4.G.4 ray angle right angle acute angle obtuse angle parallel lines ruler straightedge perpendicular lines	**Learning Objective**: Identify and draw points, lines, line segments, rays, and angles. **Students:** I can identify and draw lines, rays, and angles.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	95 1/20	**Homework:** pg. 553-554 or online **Math Journal:** Draw and label a figure that has 4 points, 2 rays, and 1 right angle.

10.2 Classify Triangles by Angles	4.G.4 ray angle right angle acute angle obtuse angle parallel lines ruler straightedge perpendicular lines 4.G.5 quadrilateral right triangle acute triangle obtuse triangle equilateral triangle isosceles triangle scalene triangle	**Learning Objectives:** Classify triangles by the size of their angles. **Students:** I can classify a triangle by examining its angles.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	96 1/21	**Homework:** pg. 559-560 or online **Math Journal:** Draw and label an example of a right triangle, an acute triangle, and an obtuse triangle.
10.3 Parallel Lines and Perpendicular Lines	4.G.4 ray angle right angle acute angle obtuse angle parallel lines ruler straightedge perpendicular lines	**Learning Objectives:** Identify and draw parallel lines and perpendicular lines. **Students:** I can use the definitions to draw parallel and perpendicular lines.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	97 1/24	**Homework:** pg. 565-566 or online **Math Journal:** Draw and label an example of two parallel lines that are perpendicular to a third line.
10.4 Classify Quadrilaterals	4.G.4 ray angle right angle acute angle obtuse angle parallel lines ruler straightedge	**Learning Objectives:** Sort and classify quadrilaterals. **Students:** I can sort and classify quadrilaterals.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	98 1/25	**Homework**: pg. 571-572 or online **Math Journal:** Draw and label an example of each type of quadrilateral: trapezoid, parallelogram, rhombus, rectangle, and square.

	perpendicular lines 4.G.5 quadrilateral right triangle acute triangle obtuse triangle equilateral triangle isosceles triangle scalene triangle				
10.4a Draw Quadrilaterals		**Learning Objectives:**Draw quadrilaterals. **Students:** I can draw quadrilaterals.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success	99 1/26	**Homework:** pg. 77-78 IN Success or online **Math Journal**: Draw a quadrilateral that is NOT a rectangle. Describe your shape, and explain why it is not a rectangle. Mid-Chapter Checkpoint
10.5 Line Symmetry	4.G.2 lines of symmetry two-dimensional symmetry	**Learning Objective:** Determine whether a figure has a line of symmetry. **Students:** I can trace, cut out, fold a shape to see if it has a line of symmetry.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	100 1/27	**Homework**: pg. 579-580 or online **Math Journal:** Write a word that has line symmetry, like the word OHIO. Draw the line(s) of symmetry in each letter.
10.6 Find and Draw Lines of Symmetry	4.G.2 lines of symmetry two-dimensional symmetry	**Learning Objectives:** Identify and draw lines of symmetry in two-dimensional figures. **Students:** I can find lines of symmetry by folding a polygon in different ways so that the parts on either side of the fold match exactly.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	101 1/28	**Homework:** pg. 585-586 or online **Math Journal:** Draw a picture of a figure that has more than 3 lines of symmetry. Draw the lines of symmetry.
10.7 Problem Solving Shape Patterns		**Learning Objective:** Use the strategy to solve pattern problems. **Students:** I can use objects to model and extend the pattern.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	102 1/31	**Homework:** pg. 591-592 or online **Math Journal:** Find a pattern in your classroom. Describe and extend the pattern.

Practice Test/Review				103 2/1	
Chapter 10 Test	all standards covered in chapter	Assess content taught in Chapter 10	Printed or online format	104 2/2	Chapter 10 Test
Performance Task Chapter 10	all standards covered in chapter	**Two-Dimensional Figures** Symmetry Points Lines Rays	Quilting Bee	105 2/3	Quilting Bee

Chapter 11

Chapter 11: Angles Number of School Days: 5-6 days instruction, 2 days assessments, total 8-9 days
Chapter Vocabulary: clockwise, counterclockwise, angle, circle, ray, vertex, degree, protractor
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	**Indiana Standard(s)** Academic Vocabulary	**Learning Targets and "I CAN" Statements**	**Resources/Activities**	**Pacing** (in school days)	**Assessments**
Chapter Intro		Activate Prior Knowledge	Pages 599-600B		Pretest
11.1 Investigate Angles and Fractional Parts of a Circle	4.M.5 angle ray degree vertex	**Learning Objective**: Relate angles and fractional parts of a circle. **Students:** I can use a fraction piece to draw an angle, and turn the piece and keep drawing angles until I reach the first angle to make a circle.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	106 2/4	**Homework:** pg. 605-606 or online **Math Journal:** Give a description of a ¾ turn of the minute hand on a clock face.
11.2 Degrees	4.M.5 angle ray degree vertex	**Learning Objectives:** Relate degrees to fractional parts of a circle. **Students:** I can relate degrees to a fractional part of a circle.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	107 2/7	**Homework:** pg. 611-612 or online **Math Journal:** Give an example from everyday life of an angle that measures 90 degrees.
11.3 Measure and Draw Angles	4.M.6 protractor	**Learning Objectives:** Use a protractor to measure and angle and draw an angle with a given measure.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition	108 2/8	**Homework:** pg. 617-618 or online

		Students: I can use a protractor to measure and draw an angle.	Reteach and Enrich Grab-and-Go Center Kit		**Math Journal:** Find an angle at home Measure the angle. Record the measure. Classify the angle. *Mid-Chapter Checkpoint*
11.4 Investigate and Separate Angles		**Learning Objectives:** Determine the measure of an angle separated into parts. **Students:** I can use a protractor to measure each angle formed and add the measures.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	109 2/9	**Homework**: pg.625-626 or online **Math Journal:** How can you use addition and subtraction to put together and separate measures of an angle and its parts?
11.5 Problem Solving Unknown Angle Measures		**Learning Objectives:** Use the strategy to draw a diagram to solve angle measurement problems. **Students:** I can use the relationship between the known angles and the unknown angle to draw a bar model. I can use the bar model to write an equation.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success	110 2/10	**Homework:** pg. 631-632 or online **Math Journal**: Give one example of when you would draw a diagram to solve an angle measurement problem.
Practice Test/Review				111 2/11	
Chapter 11 Test	all standards covered in chapter	Assess content taught in Chapter 11	Printed or online format	113 2/14	Chapter 11 Test
Performance Task Chapter 11	all standards covered in chapter	**Angles** Relate degrees to fractional parts of a circle.	Klee Kat		Klee Kat

Chapter 12

Chapter 12: Relative Sizes of Measurement Units Number of School Days: 11-12 days instruction, 2 days assessments, total 14-15days
Chapter Vocabulary: kilometer, mile, benchmark, foot, inch, weight, yard, ounce, pound, ton, cup, fluid ounce, gallon, half gallon, liquid volume, pint, quart, line plot, decimeter, millimeter, centimeter kilometer, meter, milliliter, gram, kilogram, liter, second, day, hours, minute, month, week, year, A.M., elapsed time, P.M.
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	**Indiana Standard(s)** Academic Vocabulary	**Learning Targets and "I CAN" Statements**	**Resources/Activities**	**Pacing** (in school days)	**Assessments**
Chapter Intro		Activate Prior Knowledge	Pages 639-640B		Pretest

12.1 Measurement Benchmarks	4.M.2 metric system system of measurement table	**Learning Objective**: Use benchmarks to understand the relative sizes of measurement units. **Students:** I can use benchmarks to find the sizes of objects.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	114 2/15	**Homework:** pg.645-646 or online **Math Journal:** Use benchmark to determine the customary and metric units you would use to measure the height of your house. Explain your answer.
12.1a Length	4.M.1 system of measurement	**Learning Objectives:** Measurement objects to the nearest unit. **Students:** I can measure objects to the nearest unit.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success	115 2/16	**Homework:** pg. 83-84 IN Success or online **Math Journal:** Find 3 objects. Measure each object using cm, mm, and in.
12.2 Customary Units of Length	4.M.2 metric system system of measurement table	**Learning Objectives:** Use models to compare customary units of length. **Students:** I can use models, such as inch tiles, a table, or fraction strips, to show the relationship between the units being compared.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	116 2/17	**Homework:** pg. 651-652 or online **Math Journal:** Write a problem that can be solved by comparing feet and inches using a model. Include a solution.
12.3 Customary Units of Weight	4.M.2 metric system system of measurement table	**Learning Objectives:** Use models to compare customary units of weight. **Students:** I can use models, such as a number line or a table, to show the relationship between the units being compared.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	117 2/18	**Homework**: pg.657-658 or online **Math Journal:** Write a problem that can be solved by comparing pounds and ounces using a model. Include a solution.
12.4 Customary Units of Liquid Volume	4.M.2 metric system system of measurement table	**Learning Objectives:** Use models to compare customary units of liquid volume. **Students:** I can use models, such as bars or tables, to show the relationship between the units being compared.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	118 2/22	**Homework:** pg. 663-664 or online **Math Journal**: Write a problem that can be solved by comparing quarts and cups using a model. Include a solution. Explain why you are changing from a larger to a smaller unit.
12.4a Collect and Organize Data	4.DA.1 survey line point bar graph	**Learning Objectives:** Collect and organize data by conducting a survey, an experiment, or making an observation.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition	119 2/23	**Homework:** pg. 89-90 IN Success or online

	frequency table	**Students**: I can collect data by asking people a survey question by conducting an experiment, or by making observations to answer a question.	Reteach and Enrich Grab-and-Go Center Kit IN Success		**Math Journal**: Describe how to collect and organize data about the type of breakfast students in your class eat.
12.4b Bar Graphs	4.DA.1 survey line point bar graph frequency table	**Learning Objectives:** Draw a scaled bar graph to show data in a table or picture graph. **Students**: I can create a bar graph with information.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success	120 2/24	**Homework:** pg. 95-96 IN Success or online **Math Journal:** Have students use the data on page 94 and explain how to draw a bar for a player named Eric who scored 20 points.
12.5 Line Plots	4.DA.1 survey line point bar graph frequency table 4.DA.2 line plot	**Learning Objectives:** Make and interpret line plots with fractional data. **Students**: I can order the fractions from least to greatest. Then I can draw a number line and label it with set values.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	121 2/25	**Homework:** pg. 669-670 or online **Math Journal:** Write a problem that can be solved using a line plot. Draw and label the line plot and solve the problem. *Mid-Chapter Checkpoint*
12.5a Circle Graph	4.DA.3 circle graph	**Learning Objectives:** You will interpret data that is displayed in a circle graph. **Students**: I can answer questions related to the data.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit IN Success	122 2/28	**Homework:** pg. 103-104 IN Success or online **Math Journal**: Use the circle graphs from problem 12 on page 100. Create 3 questions that could be answered using the circle graphs. Have a partner answer the questions.
12.6 Investigate Metric Units of Length	4.M.2 metric system system of measurement table	**Learning Objectives:** Use models to compare metric units of length. **Students**: I can use a meter stick to find a measurement of different units.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	123 3/1	**Homework:** pg. 677-678 or online **Math Journal**: Find a measurement, in cm, of an object. Look through books, magazines, or the Internet. Then write the measurement as parts of a meter.
12.7 Metric Units and Liquid Volume	4.M.2 metric system system of measurement table	**Learning Objectives:** Compare metric units of mass and liquid volume. **Students**: I can multiply the number of kilograms by the number of grams in 1 kilogram, or 1,000.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	124 3/2	**Homework:** pg. 683-684 or online **Math Journal:** Write a problem that involves changing kilograms to grams. Explain how to find the solution.
12.8 Units of Time	4.M.2	**Learning Objectives:** Use models to compare units of time.	iStudent Edition Personal Math Trainer	125 3/3	**Homework:** pg. 689-690 or online

		Students: I can draw a number line to compare days to weeks, or I can use a table to compare seconds, minutes, and hours.	Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit		**Math Journal**: Explain how you can prove that 3 weeks is less than 24 days.
12.9 Problem Solving Elapsed Time	4.M.3 intervals mass volume	**Learning Objectives:** Use the strategy to draw a diagrams to solve elapsed time problems. **Students:** I can use a timeline to count the number of hours and minutes of elapsed time forward or backward from the given start or end time to find the unknown time.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	126 3/4	**Homework:** pg. 695-696 or online **Math Journal**: Explain why it is important to know if a time is in the A.M. or in the P.M. when figuring out how much time has elapsed.
12.10 Mixed Measures	4.M.3 intervals mass volume	**Learning Objectives:** Solve problems involving mixed measures. **Students**: I can start by adding or subtracting the smaller units and then the larger units. I can gregroup using the correct number of units.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	127 3/7	**Homework:** pg. 701-702 or online **Math Journal**: Write a subtraction problem involving pounds and ounces. Solve the problem and show your work.
12.11 Algebra Patterns in Measurement Units	4.M.2 metric system system of measurement table	**Learning Objectives:** Use patterns to write number pairs for measurement units. **Students**: I can make a table with one column for each unit in the pair.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	128 3/8	**Homework:** pg. 707-708 or online **Math Journal**: Draw a table to represent months and years. Explain how you label each column.
Practice Test/Review				129 3/9	
Chapter 12 Test	all standards covered in chapter	Assess content taught in Chapter 12	Printed or online format	130 3/10	Chapter 12 Test
Performance Task Chapter 12	all standards covered in chapter				

4th 9 Weeks

Chapter 13

Chapter 13: Algebra: Perimeter and Area Number of School Days: 5-6 days instruction, 2 days assessments, total 8-9 days
Chapter Vocabulary: formula, perimeter, centimeter, foot, inch, length, meter, width, yard, area, base, height, square unit, kilometer, mile,
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	Indiana Standard(s) Academic Vocabulary	Learning Targets and "I CAN" Statements	Resources/Activities	Pacing (in school days)	Assessments
Chapter Intro		Activate Prior Knowledge	Pages 715-716B		Pretest
13.1 Perimeter	4.M.4 area perimeter complex shape	**Learning Objective**: Use a formula to find the perimeter of a rectangle. **Students:** I can use the formula to find the perimeter.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	131 3/28	**Homework:** pg. 721-722 or online **Math Journal:** Imagine you want to put a border around a rectangular room. Summarize the steps you would use to find the length of border needed.
13.2 Area	4.M.4 area perimeter complex shape	**Learning Objectives:** Use a formula to find the area of a rectangle. **Students:** I can use the formula to find the area.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	132 3/29	**Homework:** pg. 727-728 or online **Math Journal:** Think about what you would know about perimeter and area. Describe how to find the perimeter and area of your classroom.
13.3 Area of Combined Rectangles	4.M.4 area perimeter complex shape	**Learning Objectives:** Find the area of combined rectangles. **Students:** I can find the area of combined rectangles.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	133 3/30	**Homework:** pg. 733-734 or online **Math Journal:** Write a word problem that involves combined rectangles. Include a diagram and the solution. *Mid Chapter Check-Point*
13.4 Find Unknown Measures	4.M.4 area perimeter complex shape	**Learning Objectives:** Given perimeter or area, find the unknown measure of a side of a rectangle. **Students:** I can find an unknown measure of a rectangle given its area or perimeter of the rectangle and the measure of one side.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	134 3/31	**Homework**: pg. 741-742 or online **Math Journal:** Write a problem that involves finding the unknown measure of a side of a rectangle. Include the solution.
13.5 Problem Solving Find the Area	4.M.4 area perimeter complex shape	**Learning Objectives:** Use the strategy to solve a simpler problem to solve area problems. **Students:** I can use this strategy when I am asked to find the area of a rectangle with a rectangular piece cut out of it.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	135 4/1	**Homework:** pg. 747-748 or online **Math Journal**: Suppose you painted the walls of your classroom. Describe how to find the area of the walls that are painted.

Practice Test/Review				136 4/4	
Chapter 13 Test	all standards covered in chapter	Assess content taught in Chapter 13	Printed or online format	137 4/5	Chapter 13 Test
Performance Task Chapter 13	all standards covered in chapter	**Algebra: Perimeter and Area** Problem solving, use mathematical tools, see structure	Behind the Scenes	151	Behind the Scenes

Chapter 8

Chapter 8: Multiply Fractions by Whole Numbers Number of School Days: 5-6 days instruction, 2 days assessments, total 8-9 days
Chapter Vocabulary: fraction, multiple, product, unit fraction, Identity Property of Multiplication
Code for Indiana Standards: NS=Number Sense C=Computation AT= Algebraic Thinking G = Geometry M = Measurement and DS=Data Analysis and Statistics High Importance Moderate Importance Low Importance

Lesson	**Indiana Standard(s)** Academic Vocabulary	**Learning Targets and "I CAN" Statements**	**Resources/Activities**	**Pacing** (in school days)	**Assessments**
Chapter Intro	This chapter covers no Indiana standards	Activate Prior Knowledge	Pages 453-454B		Pretest
8.1 Multiples of Unit Fractions		**Learning Objective**: Write a fraction as a product of a whole number and a unit fraction. **Students:** I can write the fraction as a sum of repeated unit fractions.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	138	**Homework:** pg. 459-460 or online **Math Journal:** Explain how to write 5/3 as a product of a whole number and a unit fraction.
8.2 Multiples of Fractions		**Learning Objectives:** Write a product of a whole number and a fraction as a product of a whole number and a unit fraction. **Students:** I can write a product of a whole number and a fraction as a product of a whole number and a unit fraction.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	139	**Homework:** pg. 465-466 or online **Math Journal:** Explain how to write 3x3/8 as the product of a whole number and a unit fraction.

8.3 Multiply a Fraction by a Whole NUmber Using Models		**Learning Objectives:** Use a model to multiply a fraction by a whole number. **Students:** I can divide a whole into equal parts as shown by the denominator.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	140	**Homework:** pg.473-474 or online **Math Journal:** Explain how you can use a model to find 4x3/8. Include a drawing and a solution.
8.4 Multiply a Fraction or Mixed Number by a Whole Number		**Learning Objectives:** Multiply a fraction by a whole number to solve a problem. **Students:** I can rename the mixed number as a fraction.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	141	**Homework**: pg.479-480 or online **Math Journal:** Write a word problem that you can solve by multiplying a mixed number by a whole number. Include a solution.
8.5 Problem Solving Comparison Problems with Fractions		**Learning Objectives:** Use the strategy to draw a diagram to solve problems with fractions. **Students:** I can draw a bar model to show how many times more one amount is than the fraction amount.	iStudent Edition Personal Math Trainer Math on the Spot Video Student Edition Reteach and Enrich Grab-and-Go Center Kit	142	**Homework:** pg.485-486 or online **Math Journal**: Draw a bar model that shows a pen is 4 times as long as an eraser that is 1 ⅓ inches long.
Chapter 8 Test	all standards covered in chapter	Assess content taught in Chapter 8	Printed or online format	143	Chapter 8 Test
Performance Task Chapter 8	all standards covered in chapter	**Multiply Fractions by Whole Numbers** Write a fraction as a product of a unit fraction and a whole number.	Dollar Days	144	Dollar Days

End-of-Year Resources including 3 projects and 20 onlines lessons meant to get students ready for 5th grade.