

QUARTER 1

UNIT 1: EXPANDING UNDERSTANDING OF THE PLACE VALUE SYSTEM TO COMPARING WHOLE NUMBERS

STANDARDS FOR MATHEMATICAL CONTENT:

4.NBT.1 Recognize that in a multi---digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.*

4.NBT.2 Read and write multi---digit whole numbers using base---ten numerals, number names, and expanded form. Compare two multi---digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CONSIDER HIGHLIGHTING THE FOLLOWING MATHMATICAL PRACTICES:

Practice #1 – Make sense of problems and persevere in solving them.

Practice #7 – Look for and make use of structure

SUGGESTED DAYS

10 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

2.2, 2.3, 2.4, 3.8, 3.9, 5.9 EDM Games: Fishing for Digits, High Number Toss

UNIT 2: USING ADDITION AND SUBTRACTION IN PROBLEM SOLVING

STANDARDS FOR MATHEMATICAL CONTENT:

4.NBT.3 Use place value understanding to round multi---digit whole numbers to any place.

4.NBT.4 Fluently add and subtract multi---digit whole numbers using the standard algorithm.

[Note – Students are not expected to have mastery at this time.]

4.OA.3 Solve multistep word problems posed with whole numbers and having whole---number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **[NOTE – Focus on addition and subtraction.]**

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **[NOTE – Focus on measuring perimeter only.]**

CONSIDER HIGHLIGHTING THE FOLLOWING MATHMATICAL PRACTICES:

Practice #2 – Reason abstractly and quantitatively.

Practice #4 – Model with mathematics.

SUGGESTED DAYS

13 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

EDM Games: Subtraction Target Practice, Unit 6 Open Response

2.7(standard algorithm), 2.9(Standard algorithm), 3.8, 3.11, 5.10, 8.1

UNIT 3: OPERATIONS AND PROBLEMS INVOLVING TIME

STANDARDS FOR MATHEMATICAL CONTENT:

4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two--- column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...)* **[NOTE – Focus on measuring time.]**

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. **[NOTE – Focus on solving addition and subtraction problems involving time.]**

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice #3 – Construct viable arguments and critique the reasoning of others.

Practice #6 – Attend to precision.

SUGGESTED DAYS

10 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

Math Journal p.63 A&B, 3.7, 5.3, 6.5(elapsed time), Math Journal p.154 A&B

QUARTER 2

UNIT 4: UNDERSTANDING FACTORS, PRIME AND COMPOSITE

STANDARDS FOR MATHEMATICAL CONTENT:

4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one---digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* **[NOTE – Students work with multiplication and apply it to area.]**

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice # 7 – Look for and make use of structure.

Practice # 8 – Look for and express regularity in repeated reasoning.

SUGGESTED DAYS

10 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

3.1, 3.2, 3.3, 3.5, 10.3 Math Journal p.277 A&B

EDM Games: Buzz Games

UNIT 5: BUILDING EFFICIENT AND ACCURATE MULTIPLICATION STRATEGIES

STANDARDS FOR MATHEMATICAL CONTENT:

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. ^{15see} Glossary, Table 2. **[NOTE – Focus on working with multiplication.]**

4.NBT.5 **Multiply** a whole number of up to four digits by a one---digit whole number, and multiply two two--- digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.**[NOTE – Focus on building strategies.]**

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.* **[NOTE – Focus on area only.]**

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice # 1 – Make sense of problems and persevere in solving them.

Practice # 2 – Reason abstractly and quantitatively.

Practice # 8 – Look for and express regularity in repeated reasoning.

SUGGESTED DAYS

10 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

EDM Games: Multiplication Wrestling, Rugs and Fences

5.5, 5.6, 8.3, 8.5, 11.5 Math Journal p. 298

UNIT 6: UNDERSTANDING DIVISION

STANDARDS FOR MATHEMATICAL CONTENT:

4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **[NOTE – Students divide up to a three-digit dividend by a one-digit divisor.]**

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice #7 – Look for and make use of structure.

Practice #8 – Look for and express regularity in repeated reasoning.

SUGGESTED DAYS

10 DAYS

GENERAL ALIGNMENT TO EVERYDAY MATHEMATICS

6.1, 6.2, 6.3, 6.4

EDM Games: Division Arrays, Division Dash

UNIT 7: UNDERSTANDING AND COMPARING FRACTIONS

STANDARDS FOR MATHEMATICAL CONTENT:

4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice #3 – Construct viable arguments and critique the reasoning of others.

Practice #5 – Use appropriate tools strategically.

SUGGESTED DAYS

10 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

EDM Games: Fraction Match, Fraction Top It

7.1, 7.2, 7.6, 7.7, 7.9, 7.11 Math Master p. 237

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QUARTER 3**UNIT 8: ADDITION AND SUBTRACTION OF FRACTIONS WITH LIKE DENOMINATORS****STANDARDS FOR MATHEMATICAL CONTENT:**

4.NF.3.a.b.c.d Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

- a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.
- c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.* **[NOTE - Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.]**

4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.*

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice #6 – Attend to precision.

Practice #8 – Look for and express regularity in repeated reasoning.

SUGGESTED DAYS

10 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

EDM Unit 7 Open Response

7.4, 7.5, 7.10 Math Journal p.209 A &B, 11.3 Math Journal p. 295 A&B

UNIT 9: MULTIPLICATION WITH FRACTIONS

STANDARDS FOR MATHEMATICAL CONTENT:

4.NF.4.a.b.c Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.*

b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)*

c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice #5 – Use appropriate tools strategically.

Practice #8 – Look for and express regularity in repeated reasoning.

SUGGESTED DAYS

13 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

EDM Games: Fraction of
10.4 Math Journal p. 280 A&B, 7.12 A,

UNIT 10: UNDERSTANDING AND COMPARING DECIMALS

STANDARDS FOR MATHEMATICAL CONTENT:

4.NF.6 Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*

4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice # 3 – Construct viable arguments and critique the reasoning of others.

Practice # 4 – Model with mathematics.

SUGGESTED DAYS

12 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

4.1, 4.2, 4.3, 4.7 Math Master p.427, 7.8

EDM Games: Number Top It, Unit 4 Open Response

QUARTER 4

UNIT 11: MEASUREMENT
STANDARDS FOR MATHEMATICAL CONTENT: 4.MD.1 (km, m, cm, kg, g, lb., oz., l, ml) Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two--- column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36)</i>
CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES: Practice #4 – Model with mathematics. Practice #5 – Use appropriate tools strategically. Practice #6 – Attend to precision.
SUGGESTED DAYS 15 DAYS
GENERAL ALIGNMENT WITH EVERYDAY MATH 4.8, 4.10, 11.1, EDM Open Response Unit 12

UNIT 12: GEOMETRY

STANDARDS FOR MATHEMATICAL CONTENT:

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two---dimensional figures.

4.G.2 Classify two---dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.3 Recognize a line of symmetry for a two---dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line---symmetric figures and draw lines of symmetry.

4.OA.5 (Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.* **[NOTE – Focus on shape patterns.]**

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice # 5 – Use appropriate tools strategically.

Practice # 7 – Look for and make use of structure.

SUGGESTED DAYS

15 DAYS

GENERAL ALIGNMENT TO EVERYDAY MATHEMATICS

1.2, 1.3, 1.4, 1.5 , 3.1, 3.5, 10.1, 10.2, 10.3, 10.4

EDM Games: Polygon Pair-up

Unit 1 Open Response

UNIT 13: MEASURING ANGLES

STANDARDS FOR MATHEMATICAL CONTENT:

4.MD.5.a.b Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.

b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice # 6 – Attend to precision.

Practice # 7 – Look for and make use of structure.

SUGGESTED DAYS

13 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

EDM Games: Angle Tangle

6.5, 6.6, 6.7, 6.8 Math Journal p.163 A&B, 9.5 Math Journal page 260 A&B

UNIT 14: DEVELOPING COMPUTATIONAL FLUENCY AND PROBLEM SOLVING

STANDARDS FOR MATHEMATICAL CONTENT:

4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
[NOTE – Students work to finalize computation skills.]

4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

CONSIDER HIGHLIGHTING THE FOLLOWING MATHEMATICAL PRACTICES:

Practice # 1 – Make sense of problems and persevere in solving them.

Practice # 2 – Reason abstractly and quantitatively.

Practice # 8 – Look for and express regularity in repeated reasoning.

SUGGESTED DAYS

12 DAYS

GENERAL ALIGNMENT WITH EVERYDAY MATHEMATICS

4.5, 4.6, 5.5, 5.6, 9.6 Math Journal p. 261 A&B, 9.8, 12.5 Math Journal p.322 A&B
EDM Games: Beat the Calculator, Calculator 10,000