Readington Township Public Schools

Grade 4 Math

Authored by: Michele Krayem

Reviewed by: Erik Yates
Supervisor of Math, Science, and Technology

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Members of the Board of Education:
David Livingston, President
Cheryl Filler, Vice-President
Vincent Panico
Eric Zwerling
Laura Simon
Ray Egbert
Bill Goodwin
Wayne Doran

Superintendent: Dr. Barbara Sargent

Readington Township Public Schools
Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I.   **OVERVIEW**
Readington Township Public Schools' K-5 mathematics curriculum provides students with a strong foundation in mathematics content while promoting and instilling the skills of problem solving, communication in mathematics, making mathematical connections, and reasoning. Throughout the delivery of the K-5 mathematics program, various tools and technology are employed, including manipulatives, calculators, software, apps, videos, websites, and computing devices (computers, tablets, smart phones, interactive whiteboards, etc.). A strong focus of the program in on promoting high levels of mathematical thought through experiences which extend beyond traditional computation.

The Mathematics 4 course is designed to teach students grade level mathematics while promoting higher order thinking skills. The course is directly correlated to the Common Core Standards and covers such topics as number sense, geometry, measurement, number operations in base ten and fractions, and algebraic thinking.   The course also promotes and instills the skills of problem solving, communication in mathematics, and making mathematical connections. Students will utilize various tools and technology in the process, including manipulatives, calculators, websites, and computers to better enhance a well-rounded understanding of course topics. A strong focus of the program is on promoting high levels of mathematical thought through experiences which extend beyond traditional computation.   Students will use websites such as Reflex Math and IXL.

II.   **STUDENT OUTCOMES** (Linked to New Jersey Core Curriculum Standards/Common Core Mathematics)

OPERATIONS AND ALGEBRAIC THINKING
Use the four operations with whole numbers to solve problems.
CCSS.MATH.CONTENT.4.OA.A.1
Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 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.
CCSS.MATH.CONTENT.4.OA.A.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.[1]
CCSS.MATH.CONTENT.4.OA.A.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.

Gain familiarity with factors and multiples.
CCSS.MATH.CONTENT.4.OA.B.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.

Generate and analyze patterns.
CCSS.MATH.CONTENT.4.OA.C.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.

NUMBER AND OPERATIONS IN BASE TEN
Generalize place value understanding for multi-digit whole numbers.
CCSS.MATH.CONTENT.4.NBT.A.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 ÷ 70 = 10 by applying concepts of place value and division*.
CCSS.MATH.CONTENT.4.NBT.A.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.
CCSS.MATH.CONTENT.4.NBT.A.3
Use place value understanding to round multi-digit whole numbers to any place.

Use place value understanding and properties of operations to perform multi-digit arithmetic.
CCSS.MATH.CONTENT.4.NBT.B.4
Fluently add and subtract multi-digit whole numbers using the standard algorithm.
CCSS.MATH.CONTENT.4.NBT.B.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.
CCSS.MATH.CONTENT.4.NBT.B.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.

NUMBER AND OPERATIONS—FRACTIONS
Extend understanding of fraction equivalence and ordering.
CCSS.MATH.CONTENT.4.NF.A.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.
CCSS.MATH.CONTENT.4.NF.A.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.

Build fractions from unit fractions.
CCSS.MATH.CONTENT.4.NF.B.3
Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
CCSS.MATH.CONTENT.4.NF.B.3.A
Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
CCSS.MATH.CONTENT.4.NF.B.3.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*.
CCSS.MATH.CONTENT.4.NF.B.3.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.
CCSS.MATH.CONTENT.4.NF.B.3.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.
CCSS.MATH.CONTENT.4.NF.B.4
Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.
CCSS.MATH.CONTENT.4.NF.B.4.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 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*
CCSS.MATH.CONTENT.4.NF.B.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 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*
CCSS.MATH.CONTENT.4.NF.B.4.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?*

Understand decimal notation for fractions, and compare decimal fractions.
CCSS.MATH.CONTENT.4.NF.C.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.[2]*For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*
CCSS.MATH.CONTENT.4.NF.C.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.*
CCSS.MATH.CONTENT.4.NF.C.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.

MEASUREMENT AND DATA
Solve problems involving measurement and conversion of measurements.
CCSS.MATH.CONTENT.4.MD.A.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), ...*
CCSS.MATH.CONTENT.4.MD.A.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.
CCSS.MATH.CONTENT.4.MD.A.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*.

Represent and interpret data.
CCSS.MATH.CONTENT.4.MD.B.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*.

Geometric measurement: understand concepts of angle and measure angles.
CCSS.MATH.CONTENT.4.MD.C.5
Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
CCSS.MATH.CONTENT.4.MD.C.5.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 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.
CCSS.MATH.CONTENT.4.MD.C.5.B
An angle that turns through n one-degree angles is said to have an angle measure of n degrees.
CCSS.MATH.CONTENT.4.MD.C.6
Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
CCSS.MATH.CONTENT.4.MD.C.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.

GEOMETRY
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
CCSS.MATH.CONTENT.4.G.A.1
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
CCSS.MATH.CONTENT.4.G.A.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.
CCSS.MATH.CONTENT.4.G.A.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.

III.   **ESSENTIAL QUESTIONS AND CONTENT**
        Unit 1   Place Value and Multi-digit Addition and Subtraction

How can I use place value to understand very large numbers?
What strategies and understandings allow me to successfully add and subtract very large numbers?

Unit 2   Multiplication with Whole Numbers
How do arrays of ones, tens and hundreds help to understand with multiplication?
What is the process for multiplying one digit by two- and three-digit numbers?

Unit 3   Division with Whole Numbers
How are multiplication and division related?
What happens when a quotient isn't a whole number?
Are there different strategies for solving division problems?
Can factors or prime numbers help me understand division?

Unit 4   Equations and Word Problems
How are equations and expressions related to what I know about math and the real world?
How can I decide which operation to use when I'm faced with a word problem?
If I see a number pattern, can I write an equation or expression to represent it?

Unit 5   Measurement
What are the different ways to measure things?
How do I convert a smaller unit of measurement to a larger one?

Unit 6   Fraction Concepts and Operations
What are fractions, and how can I compare them?
How do I perform mathematical operations with fractions?

Unit 7   Fractions and Decimals
How do decimals relate to fractions?

Unit 8 Geometry
How can I create and measure angles?
What do angles and lines tell me about two-dimensional shapes?

V.   **STRATEGIES**
- Group discussions
- Teacher presentation
- Student projects
- Guided groups
- One to one instruction
- Interactive SMARTBoard lessons
- Tutorials
- Online practice such as Reflex Math and IXL

VI.   **EVALUATION**
- Assessments may include but are not limited to:
- Teacher Observations
- Class Participation
- Class Discussions
- Class Assignments

- Homework Assignments
- Notebooks
- Student Projects
- Unit Tests and Quizzes
- Performance Assessments
- Anecdotal Records
- End of year Assessment

VI. REQUIRED RESOURCES
- *Math Expressions Common Core Grade 4*, by Dr. Karen Fuson; Published by Houghton Mifflin Harcourt

Supplemental Materials
- Grade 4 Unpacked Standards Document: [Click here to access the document](#).
- IXL
- Brain Pop
- Reflex Math

III. SCOPE AND SEQUENCE

Unit 1   Place Value and Multi-digit Addition and Subtraction (20 days)
- Place Value to One Million
- Addition with Greater Numbers
- Subtraction with Greater Numbers

Unit 2   Multiplication with Whole Numbers (25 days)
- Multiplication with tens and Hundreds
- Multiply by One-Digit Numbers
- Multiplication with Two-Digit Numbers
- Multiplication with Thousands

Unit 3   Division with Whole Numbers (20 days)
- Dividing Whole Numbers
- Division Issues and Word Problems

Unit 4   Equations and Word Problems (15 days)
- Reasoning and Solving Problems
- Comparison Word Problems
- Problems with More than One Step
- Analyzing Patterns

Unit 5   Measurement (15 days)
- Converting Measurements
- Perimeter and Area

Unit 6   Fraction Concepts and Operations (25 days)
- Fractions with Like Denominators
- Mixed Numbers with like Denominators
- Multiply Fractions and Whole Numbers

Unit 7   Fractions and Decimals (20 days)

- Comparing Fractions
- Equivalent Fractions
- Understanding Decimals

Unit 8   Geometry (20 days)
- Measuring and Drawing Angles
- Triangles and Angle Measurements
- Analyzing Quadrilaterals
- Analyzing Polygons

Additional time will be spent on reviewing concepts that may need to be revisited and looking ahead to next year's curriculum.