CAMP HILL SCHOOL DISTRICT

Fourth Grade: Math Standards for Numbers and Operations

DOMAIN (MATH CONTENT):

Number and Operations in Base Ten

Use appropriate tools strategically.

Attend to precision.

Reason abstractly and quantitatively.

STANDARDS FOR MATHEMATICAL PRACTICE: Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others. Look for and make use of structure. Model with mathematics.

Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/	Assessments	Resources
		Instructional Strategies		
How can we show the value of a	1. Apply place value concepts to	Direct Instruction:	Anchor MO4.A-T.1.1.1,	ME Unit 3 (Addition,
multi-digit number?	show an understanding of multi-	Smartboard activity	ME Unit 3 Test	Subtraction)
_	digit whole numbers.	Teacher Modeling	ME U3 Quiz 2	Supplementary Teacher
Why is it important to understand		Think-aloud	4Sight Test	Resource Books or
the value of a number?		Literature links via trade books	Informal teacher observations	websites
		Videos (Brain-pop, U-Tube, Discovery		
		Ed.)		
		Vocabulary		
How do generalizations or rules	2. Use place value understanding	Graphic Organizers	A-T.2.1.1	ME Unit 3 (Addition,
about numbers make it easier to	and properties of operations to		ME U3 Test	Subtraction)
work with multi-digit numbers?	perform multi-digit arithmetic.	Guided Practice:	ME U3 Quiz 1,3 & 4	Supplementary Teacher
_		Whole class practice	ME U3 Performance	Resource Books or
		Small group with teacher	Assessment	websites
		Quick Practice		
		Daily Routine	A-T.2.1.2	
		Work with manipulatives	ME U5 Quiz 1, 2, 3	ME Unit 5
		Student Journal	ME U5 (Modified) Test or	(Multiplication)
		Literature links via trade books	Performance Assessment	Supplementary Teacher
		Differentiated Instruction Cards		Resource Books or
		Videos (Brain-pop, U-Tube, Discovery	A-T.2.1.3	websites
		Ed., Mega-math)	ME U7 Quiz 1, 2, 3, 4	
		Graphic Organizers	ME U7 Test	ME Unit 7 (Division)
			4Sight	Supplementary Teacher
		Collaborative Practice:	Informal Teacher Observations	Resource Books or
		Partner work		websites
		Pair-share		
		Small group		
		Math talk/student leaders		
		Student activity book		
		Project		
		Student Journal		

Differentiated Instruction Cards Math Center Challenges Games	
Independent Practice: Student activity book (SAB) Homework Checks for understanding (TOD) First in Math web practice Differentiated Instruction Cards	

CAMP HILL SCHOOL DISTRICT Fourth Grade: Math Standards for Numbers and Operations

DOMAIN (MATH CONTENT):

Number and Operations-Fractions

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them. Construct viable arguments and critique the reasoning of others. Use appropriate tools strategically. Look for and make use of structure. Reason abstractly and quantitatively. Model with mathematics. Attend to precision. Look for and express regularity in repeated reasoning.

Essential QuestionsCCC Focus for instructionFrame Learning Experiences/ Instructional StrategiesAssessmentsResourcesHow do we show and compare numbers that are parts of a whole?1. Extend the understanding of fractions to show equivalence and ordering.1. Extend the understanding of fractions to show equivalence and ordering.Direct Instruction: Smartboard activityMO4.A-F.1.1.1 ME U9 Quiz 5ME U11 (Decimal Numbers)ModelME U9 (modified) Test Uterature links via trade booksME U11 QuizSupplementary Teacher UtersMetureTeacher Modeling UtersME U11 QuizSupplementary Teacher WebsitesMetureTeacher Modeling UtersME U11 QuizSupplementary Teacher Websites	Essential Questions	CC Foous for Instruction	Planned Learning Experiences/	Assassments	Dosouroos
How do we show and compare numbers that are parts of a whole?1. Extend the understanding of fractions to show equivalence and ordering.Direct Instruction: Smartboard activityMO4.A-F.1.1.1 ME U9 (practions)ME U9 (Fractions)ModelME U9 (practions)ME U11 (Decimal Numbers)Meter <td< th=""><th>Essential Questions</th><th>CC Focus for first action</th><th>Instructional Stratogios</th><th>Assessments</th><th>Resources</th></td<>	Essential Questions	CC Focus for first action	Instructional Stratogios	Assessments	Resources
How do we show and compare numbers that are parts of a whole? 1. Extend the understanding of fractions to show equivalence and ordering. Smartboard activity ME U9 Quiz 5 ME U11 (Decimal ME U9 (modified) Test ME U9 (modified) Test Numbers) ME U11 Quiz Supplementary Teacher			Direct Instruction:	MO4 A E 1 1 1	ME LIQ (Fractions)
numbers that are parts of a whole? 1. Extend the understanding of fractions to show equivalence and ordering. Sinarboard activity ME 09 Qui2 5 ME 041 (Declinar point)	How do we show and compare	1 Extend the understanding of	Smarthoard activity	MO4.A-F.1.1.1 ME U0 Ouiz 5	ME U 11 (Decimal
Inditional are parts of a whole? Inactions to show equivalence and ordering. Teacher Modering ME U9 (modified) fest Numbers/ whole? ordering. Think-aloud ME U11 Quiz Supplementary Teacher	numbers that are parts of a	fractions to show againstanding of	Taaahar Modeling	ME U9 (modified) Test	Numbers)
whole? ordering. Think-aloud ME Off Qui2 Suppendentally reacher	whole?	inactions to show equivalence and	Think aloud	ME U9 (modified) Test	Supplementary Teacher
	whole?	ordering.	Tillink-aloud Literature links wie trede heele	ME UTI QUIZ	Supplementary Teacher
- Videos (Brain-pop, U-Tube, Discovery Informal Teacher Observations websites			Literature links via trade books	4Signts	Resource Books or
/ Build tractions from unit	—		Videos (Brain-pop, U-Tube, Discovery	Informal Teacher Observations	websites
2. Durid flactions from unit $Ed.$		2. Build fractions from unit	Ed.)		
How do understanding fractions by applying and extending Vocabulary A-F.2.1.1 (through .7)	How do understanding	fractions by applying and extending	Vocabulary	A-F.2.1.1 (through .7)	
relationships among whole previous understandings of Graphic Organizers ME U9 Quiz 2, 3, 5 ME U9	relationships among whole	previous understandings of	Graphic Organizers	ME U9 Quiz 2, 3, 5	ME U9
numbers help in building operations on whole numbers ME U9 Test Supplementary Teacher	numbers help in building	operations on whole numbers		ME U9 Test	Supplementary Teacher
fractions? (add/subtract fractions with same <u>Guided Practice:</u> Informal Teacher Observations Resource Books or	fractions?	(add/subtract fractions with same	Guided Practice:	Informal Teacher Observations	Resource Books or
denominators) Whole class practice websites		denominators)	Whole class practice		websites
Small group with teacher			Small group with teacher		
How can we use decimals and Quick Practice A-F.3.1.1 (through .3)	How can we use decimals and		Quick Practice	A-F.3.1.1 (through .3)	
fractions to name and compare 3. Connect decimal notation to Daily Routine ME U 11 Quiz 1, 2	fractions to name and compare	3. Connect decimal notation to	Daily Routine	ME U 11 Quiz 1, 2	
numbers that are parts of a fractions, and compare decimal Work with manipulatives ME U11 (modified) Test ME U11 (Decimal	numbers that are parts of a	fractions, and compare decimal	Work with manipulatives	ME U11 (modified) Test	ME U 11 (Decimal
whole? fractions (base 10 denominator, Student Journal 4Sights Numbers)	whole?	fractions (base 10 denominator,	Student Journal	4Sights	Numbers)
e.g., 19/100). Literature links via trade books Lessons 1-5		e.g., 19/100).	Literature links via trade books		Lessons 1-5
Differentiated Instruction Cards Supplementary Teacher			Differentiated Instruction Cards		Supplementary Teacher
Videos (Brain-pop, U-Tube, Discovery Resource Books or			Videos (Brain-pop, U-Tube, Discovery		Resource Books or
Ed. Mega-math) websites			Ed., Mega-math)		websites
Graphic Organizers			Graphic Organizers		
Collaborative Practice:			Collaborative Practice		
Partner work			Partner work		
Pair-share			Pair-share		
Small group			Small group		
Math talk/student leaders			Math talk/student leaders		
Student activity book			Student activity book		
Drojegt			Drojost		
Student Journal			Student Journal		

Differentiated Instruction Cards Math Center Challenges Games	
Independent Practice: Student activity book (SAB) Homework Checks for understanding (TOD) First in Math web practice Differentiated Instruction Cards	

CAMP HILL SCHOOL DISTRICTFourth Grade: Math Standards for Algebraic Concepts

DOMAIN (MATH CONTENT):

Operations and Algebraic Thinking

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them. Use appropriate tools strategically. Reason abstractly and quantitatively. Attend to precision. Construct viable arguments and critique the reasoning of others. Look for and make use of structure. Model with mathematics. Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/	Assessments	Resources
		Instructional Strategies		
How does using models of		Direct Instruction:		
different problem types help us to	1. Represent and solve problems	Smartboard activity	MO4.B-0.1.1.1 (through .4)	ME U1 (Mult/Div.)
represent and solve them?	involving the four operations.	Teacher Modeling	ME U1 Quiz 1, 2	ME U 3 (Add/Subtr.)
		Think-aloud	ME U1 Test, Performance Task	ME U5 Lesson 10
		Literature links via trade books	ME U3 Test, Performance Task	(Multi-step probs.)
		Videos (Brain-pop, U-Tube, Discovery	4Sight Test	Supplementary Teacher
		Ed.)	Informal Teacher Observations	Resource Books or
		Vocabulary		websites
What strategies or concepts help		Graphic Organizers		
to find factors or multiples of	2. Develop and/or apply number		MO4.B-0.1.1.1 (through .4)	
numbers?	theory concepts to find factors and	Guided Practice:	B-O.2.1.1	ME U1
	multiples.	Whole class practice	ME U1 Quiz 1, 2	ME U5
		Small group with teacher	ME U1 Test	Supplementary Teacher
		Quick Practice	Informal Teacher Observations	Resource Books or
		Daily Routine		websites
		Work with manipulatives	MO4.B-0.3.1.1 (through .3)	
		Student Journal	ME U8 Quiz 1	
		Literature links via trade books	ME U8	
		Differentiated Instruction Cards	Informal Teacher Observations	
		Videos (Brain-pop, U-Tube, Discovery		
How do we use relationships	3. Generate and analyze patterns	Ed., Mega-math)		ME Unit 8
between numbers or geometric	using one rule.	Graphic Organizers		(lessons 1-3)
shapes to describe, generate and				Supplementary Teacher
extend patterns?		Collaborative Practice:		Resource Books or
		Partner work		websites
		Pair-share		
		Small group		
		Math talk/student leaders		
		Student activity book		
		Project		
		Student Journal		
		Differentiated Instruction Cards		
		Math Center Challenges		

	Games	
	Independent Practice: Student activity book (SAB) Homework Checks for understanding (TOD) First in Math web practice Differentiated Instruction Cards	



CAMP HILL SCHOOL DISTRICT Fourth Grade: Math Standards for Geometry

DOMAIN (MATH CONTENT):

Geometry STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them. Use appropriate tools strategically. Reason abstractly and quantitatively. Attend to precision. Construct viable arguments and critique the reasoning of others. Look for and make use of structure. Model with mathematics. Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/	Assessments	Resources
		Instructional Strategies		
How do types of lines and angles		Direct Instruction:	MO4.C-G.1.1.1 & .2	ME Unit 2 (Lessons 1-3)
help us to name and classify	1. Draw lines and angles and	Smartboard activity	ME U2 Test (modified)	ME Unit 4
two-dimensional figures?	identify these in two-dimensional	Teacher Modeling	ME U4 Quiz 1	Supplementary Teacher
	figures.	Think-aloud	Informal Teacher Observations	Resource Books or
		Literature links via trade books	4Sight Tests	websites
		Videos (Brain-pop, U-Tube, Discovery		
	2. Classify two- dimensional figures	Ed.)		
	by properties of their lines and	Vocabulary		ME U2 & U4
	angles.	Graphic Organizers		Supplementary Teacher
	-			Resource Books or
		Guided Practice:		websites
		Whole class practice		
		Small group with teacher		
		Quick Practice		
		Daily Routine		
		Work with manipulatives		
		Student Journal		
		Literature links via trade books		
		Differentiated Instruction Cards	$\overline{\text{ME}}$ U2 Test	
	3. Recognize symmetric shapes and	Videos (Brain-pop, U-Tube, Discovery	ME U4 Quiz 2	$\overline{\text{ME U2}}$ (Lesson 1)
How does the concept of	draw lines of symmetry.	Ed., Mega-math)	ME U4 Test	Supplementary Teacher
symmetry help us to recognize		Graphic Organizers	ME U4 Performance	Resource Books or
and compare shapes?			Assessment	websites
		Collaborative Practice	Informal Teacher Observations	
		Partner work	4Sight Tests	
		Pair-share	ME U2 Quiz 1	
		Small group	ME U2 Test	
		Math talk/student leaders	Informal Teacher Observations	
		Student activity book	4Sight Tests	
		Project		

Student Jo Differentia Math Cen Games	urnal ated Instruction Cards fer Challenges	
Independe Student ac Homewor Checks fo First in M Differentia	nt Practice: tivity book (SAB) k r understanding (TOD) ath web practice ated Instruction Cards	

CAMP HILL SCHOOL DISTRICT Fourth Grade: Math Standards for Measurement, Data and Probability

DOMAIN (MATH CONTENT):

Measurement and Data

STANDARDS FOR MATHEMATICAL PRACTICE:

Make sense of problems and persevere in solving them.	Construct viable arguments and critique the reasoning of others.
Use appropriate tools strategically.	Look for and make use of structure.
Reason abstractly and quantitatively.	Model with mathematics.
Attend to precision.	Look for and make sense of regularity in repeated reasoning.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/	Assessments	Resources
		Instructional Strategies		
		Direct Instruction:		
How do I use multiplication to	1. Solve problems involving	Smartboard activity	MO4.D-M.1.1.1 (through .4)	ME Unit 6 (Metric
convert measurements?	measurement and conversions from	Teacher Modeling	ME U6 Quiz 1	measurement)
	a larger unit to a smaller unit.	Think-aloud	ME U6 Test	ME U12 (Customary)
How can I solve problems	-	Literature links via trade books	ME U12 Quiz 1	ME U7 (Lesson 10 Time)
involving measurement tools?		Videos (Brain-pop, U-Tube, Discovery	ME U12 Test	ME U2 (Lesson 4
		Ed.)	Teacher created Quiz (Elapsed	Area/Per.)
		Vocabulary	time)	Supplementary Teacher
		Graphic Organizers	ME U2 Quiz 2 (Area/Per)	Resource Books or
			4Sights	websites
		Guided Practice:	Informal Teacher Observations	
		Whole class practice		
		Small group with teacher		
How do I show data in different		Ouick Practice	MO4.D-M2.1.3	
types of displays?	2. Translate information from one	Daily Routine	ME U1 Quiz 1 & 2	ME U1 (Lesson 5 & 6)
	type of data display to another.	Work with manipulatives	ME U1 Test	ME U9 (Lesson 5 & 6)
		Student Journal	ME U9 Quiz 1, Test	ME U8 (Lesson 5 & 6)
		Literature links via trade books	ME U8 Ouiz 2. Test	ME U9 (Lesson 16)
		Differentiated Instruction Cards	4Sights	Supplementary Teacher
		Videos (Brain-pop, U-Tube, Discovery	Informal Teacher Observations	Resource Books or
		Ed., Mega-math)		websites
		Graphic Organizers		
		or aprile or game ers		
		Collaborative Practice		
		Partner work		
		Pair-share	$\overline{MO4}$ D-M 2 1 1 & 2	$\overline{\text{ME}}$ U9 (Lesson 16)
\overline{How} is data from a line plot used	$\overline{3}$ Represent and interpret data	Small group	ME U9 Test	Supplementary Teacher
to solve problems?	involving fractions using	Math talk/student leaders	Informal Teacher Observations	Resource Books or
to solve problems.	information provided in a line plot	Student activity book		websites
	information provided in a fine prot.	Project		weesites
		Student Journal		
		Differentiated Instruction Cards		
		Math Center Challenges		
		Games		
		Games		

How do measurement and properties of angles help to solve problems?	4. Measure angles and use properties of adjacent angles to solve problems.	Independent Practice: Student activity book (SAB) Homework Checks for understanding (TOD) First in Math web practice Differentiated Instruction Cards	MO4.D-M.3.1.1 Teacher Created Quiz Informal Teacher Observations	Supplementary Worksheets Supplementary Teacher Resource Books or websites
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