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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Targets****(I can…)** | **Essential Question** | **Academic****Vocabulary** | **Resources & Activities** |
| **Place Value, Addition, & Subtraction for One Million**

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| August |
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Students’ first dayIntroduce New Concept/Pre-AssessmentInstructionNo SchoolPost-Assessment | **Generalize place value understanding for multi-digit whole numbers.****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.**4.NBT.2** Read and write multi-digit 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.**4.NBT.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.4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm. | **1.1** – Describe the value of a digit. (NBT.1)**1.2** – Read and write numbers through hundred thousand. (NBT.2)**1.3** – Compare and order numbers. (NBT.2)**1.4** – Round numbers. (NBT.3)**1.5** – Rename a whole number. (NBT.1)**1.6** – Add whole numbers. (NBT.4)**1.7** – Subtract whole numbers. (NBT.4)**1.8** – Use the strategy *draw a diagram* to solve comparison problems with addition and subtraction. (NBT.4) | * 1. – How can you describe the value of a digit? (NBT.1)
	2. – How can you read and write numbers through hundred thousand? (NBT.2)
	3. – How can you compare and order numbers? (NBT.2)
	4. – How can you round numbers? (NBT.3)
	5. – How can you rename a whole number? (NBT.1)
	6. – How can you add whole numbers? (NBT.4)
	7. – How can you subtract whole numbers? (NBT.4)
	8. – How can you use the strategy *draw a diagram* to solve comparison problems with addition and subtraction? (NBT.4)

  | digitplace valueexpanded formperiodstandard formword formsumcompareequal greater than less thannumber lineorderestimateroundregroupaddend | * Go Math Chapter 1
* T-Tests for multiplication review
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Targets****(I can…)** | **Essential Question** | **Academic****Vocabulary** | **Resources** |
| **Multiply by 1-Digit Numbers**

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| August |
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Introduce New Concept/Pre-AssessmentInstructionNo SchoolPost-Assessment | **Use the four operations with whole numbers to solve problems.****4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 X 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.**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. | **2.1** – Model multiplication comparisons. (OA.1)**2.2** Use a model to help solve a comparison problem. (OA.2)**2.3** – Understand how place value helps you multiply tens, hundreds, and thousands. (NBT.5)**2.4** – Estimate products by rounding and determine if exact answers are reasonable. (NBT.5)**2.5** – Use the distributive property to multiply a 2-digit number by a 1-digit number. (NBT.5)**2.6** – Use expanded form to multiply a multi-digit number by a 1-digit number. (NBT.5)**2.7** – Use place value and partial products t multiply by a 1-digit number.(NBT.5)**2.8** – Use mental math and properties to help multiply numbers. (NBT.5)**2.9** – Use the *draw a diagram* strategy to solve multistep multiplication problems. (OA.3)**2.10** – Use regrouping to multiply a 2-digit number by a 1-digit number. (NBT.5)**2.11** – Use regrouping to multiply. (NBT.5)**2.12** – Represent and solve multistep problems using equations. (OA.3) | **2.1** – How can you model multiplication comparisons? (OA.1)**2.2** How does a model help you solve a comparison problem? (OA.2)**2.3** –How does understanding place value help you multiply tens, hundreds, and thousands? (NBT.5) **2.4** –How can you estimate products by rounding and determine if exact answers are reasonable? (NBT.5)**2.5** – How can you use the distributive property to multiply a 2-digit number by a 1-digit number? (NBT.5)**2.6** – How can you use expanded form to multiply a multi-digit number by a 1-digit number? (NBT.5)**2.7** – How can you use place value and partial products t multiply by a 1-digit number? (NBT.5)**2.8** – How can use mental math and properties to help multiply numbers? (NBT.5)**2.9** –When can you use the *draw a diagram* strategy to solve multistep multiplication problems? (OA.3)**2.10** – How can you use regrouping to multiply a 2-digit number by a 1-digit number? (NBT.5)**2.11** – How can you use regrouping to multiply? (NBT.5)**2.12** –How can you represent and solve multistep problems using equations? (OA.3) | factormultiplenumber lineplace valueproductestimateround Distributive Propertypartial productexpanded formAssociative Property of Multiplicationregroup | * Go Math Chapter 2
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Targets****(I can…)** | **Essential Questions** | **Academic****Vocabulary** | **Resources & Activities** |
| **Multiply 2-Digit Numbers**

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Introduce New Concept/Pre-AssessmentInstructionNo SchoolPost-Assessment | **Use place value understanding and properties of operations t perform multi-digit arithmetic****4.NBT.5** Multiply a whole number of up to four digits by a 1-digit whole number, and multiply two 2-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.**Use the four operations with whole numbers to solve problems.****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. | **3.1** – Use strategies can you use to multiply by tens? (NBT.5)**3.2** – Use strategies can you use to estimate products? (NBT.5)**3.3** – Use area models and partial products to multiply 2-digit numbers? (NBT.5)**3.4** –Use place value and partial products to multiply 2-digit numbers? (NBT.5)**3.5** – Use regrouping to multiply 2-digit numbers? (NBT.5)**3.6** –Find and record products of 2-digit numbers? (NBT.5)**3.7** –Use the strategy *draw a diagram* to solve multi-step Multiplication problems? (OA.3) | **3.1** – What strategies can you use to multiply by tens? (NBT.5)**3.2** – What strategies can you use to estimate products? (NBT.5)**3.3** – How can you use area models and partial products to multiply 2-digit numbers? (NBT.5)**3.4** – How can you use place value and partial products to multiply 2-digit numbers? (NBT.5)**3.5** – How can you use regrouping to multiply 2-digit numbers? (NBT.5)**3.6** – How can you find and record products of 2-digit numbers? (NBT.5)**3.7** – How can you use the strategy *draw a diagram* to solve multi-step multiplication problems? (OA.3) | Associative Property of Multiplicationfactorplace valueproductcompatible numbersestimateroundpartial productCommutative Property of Multiplicationregroup | * Go Math Chapter 3
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Targets****(I can…)** | **Essential Questions** | **Academic****Vocabulary** | **Resources & Activities** |
| **Divide by 1-Digit Numbers**

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Introduce New Concept/Pre-AssessmentInstructionPost-Assessment | **Use place value understanding and properties of operations to perform multi-digit arithmetic.****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.**Use the four operations with whole numbers to solve problems.****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. | **4.1** –Use multiples to estimate quotients. (NBT.6)**4.2** –Use models to divide whole numbers that do not divide evenly. (NBT.6)**4.3** –Use remainders in division problems. (OA.3)**4.4** –Divide numbers through thousands by whole numbers through 10. (NBT.6)**4.5** –Use compatible numbers to estimate quotients. (NBT.6)**4.6** –Use the Distributive Property to find quotients. (NBT.6)**4.7** –Use repeated subtraction and multiples to find quotients. (NBT.6)**4.8** –Use partial quotients to divide 1-digit divisors. (NBT.6)**4.9** –Use base-ten blocks to model division with regrouping. (NBT.6)**4.10** –Use place value to know where to place the first digit in the quotient. (NBT.6)**4.11** –Divide multi-digit numbers and check MY answers. (NBT.6)**4.12** –Use the strategy *draw a diagram* to solve multi-step division problems. (OA.3) | **4.1** – How can you use multiples to estimate quotients? (NBT.6)**4.2** – How can you use models to divide whole numbers that do not divide evenly? (NBT.6)**4.3** – How can you use remainders in division problems? (OA.3)**4.4** – How can you divide numbers through thousands by whole numbers through 10? (NBT.6)**4.5** – How can you use compatible numbers to estimate quotients? (NBT.6)**4.6** – How can you use the Distributive Property to find quotients? (NBT.6)**4.7** – How can you use repeated subtraction and multiples to find quotients? (NBT.6)**4.8** – How can you use partial quotients to divide 1-digit divisors? (NBT.6)**4.9** – How can you use base-ten blocks to model division with regrouping? (NBT.6)**4.10** – How can you use place value to know where to place the first digit in the quotient? (NBT.6)**4.11** – How can you divide multi-digit numbers and check your answers? (NBT.6)**4.12** – How can you use the strategy *draw a diagram* to solve multi-step division problems? (OA.3) | multiplecounting number factormultiplicationproductremainderdividedividenddivisiondivisorquotienthundredsonesplace valuetens thousandscompatible numbersDistributive Propertypartial quotient | * Go Math Chapter 4
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Targets****(I can…)** | **Essential Questions** | **Academic****Vocabulary** | **Resources & Activities** |
| **Factors, Multiples, and Patterns**

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No SchoolIntroduce New Concept/Pre-AssessmentInstructionPost-Assessment | **Gain familiarity with factors and multiples.****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 number in the range of 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.****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. | **5.1** –Use models to find factors. (OA.4)**5.2** –Tell whether one number is a factor of another number. (OA.4)**5.3** –Use the *make a list* strategy to solve problems with common factors.(OA.4)**5.4** –Explain how factors and multiples related. (OA.4)**5.5** –Tell whether a number is prime or composite. (OA.4)**5.6** –How to make and describe patterns. (OA.5) | **5.1** – How can you use models to find factors? (OA.4)**5.2** – How can you tell whether one number is a factor of another number? (OA.4)**5.3** – How can you use the *make a list* strategy to solve problems with common factors? (OA.4)**5.4** – How are factors and multiples related? (OA.4)**5.5** – How can you tell whether a number is prime or composite? (OA.4)**5.6** – How can you make and describe patterns? (OA.5) | factorarrayproductdivisiblecommon factorcommon multiplecomposite numberprime numberpatternterm | * Go Math Chapter 5
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Daily Objectives****(I can...)** | **Essential Questions** | **Academic****Vocabulary** | **Resources & Activities** |
| **Fraction Equivalence and Comparison**

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No SchoolIntroduce New Concept/Pre-AssessmentInstructionPost-Assessment | **Extend understanding of fraction equivalence and ordering.****4.NF.1** Explain why a fraction *a*/*b* is equivalent to a fraction (*n* × *a*)/(*n* × *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. | **6.1** – Use models to show equivalent fractions. (NF.1)**6.2** – Use multiplication to generate equivalent fractions. (NF.1)**6.3** – Write and identify equivalent fractions in simplest form. (NF.1)**6.4** – Use equivalent fractions to represent a pair of fractions as fractions with a common denominator. (NF.1)**6.5** – Use the strategy *make a table* to solve problems using equivalent fractions. (NF.1)**6.6** – Compare fractions using benchmarks. (NF.2)**6.7** – Compare fractions by first writing them as fractions with a common numerator or common denominator. (NF.2)**6.8** – Compare and order fractions. (NF.2) | **6.1** – How can you use models to show equivalent fractions? (NF.1)**6.2** – How can you use multiplication to find equivalent fractions? (NF.1)**6.3** – How can you write a fraction as an equivalent fraction in simplest form? (NF.1)**6.4** – How can you write a pair of fractions as fractions with a common denominator? (NF.1)**6.5** – How can you use the strategy *make a table* to solve problems using equivalent fractions? (NF.1)**6.6** How can you use benchmarks to compare fractions? (NF.2)**6.7** – How can you compare fractions? (NF.2)**6.8** – How can you order fractions? (NF.2) | equivalent fractionsdenominatorfractionnumeratorsimplest formcommon factorfactorcommon denominatorcommon multiple benchmarkcommon numerator | * Go Math Chapter 6
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Daily Targets:****(I can...)** | **Essential Questions** | **Academic****Vocabulary** | **Resources & Activities** |
| **Add and Subtract Fractions**

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Introduce New Concept/Pre-AssessmentInstructionMid-Chapter CheckpointReviewPost-Assessment | **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.****4.NF.3** Understand a fraction *a*/*b* with *a* > 1 as a sum of fractions 1/*b*. * 1. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
	2. 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.*
	3. 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.
	4. 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.
 | **7.1** – Understand that to add or subtract fractions they must refer to parts of the whole. (NF.3a)**7.2** – Decompose a fraction by writing it as a sum of fractions with the same denominators. (NF.3b)**7.3** – Use models to represent and find sums involving fractions. (NF.3d)**7.4** – Use models to represent and find differences involving fractions. (NF.3d)**7.5** – Solve word problems involving addition and subtractions with fractions. (NF.3d)**7.6** – Write fractions greater than 1 as mixed numbers and write mixed numbers as fractions greater than 1. (NF.3b)**7.7** – Add and subtract mixed numbers. (NF.3c)**7.8** – Rename mixed numbers to subtract. (NF.3c)**7.9** – Use the properties of addition to add fractions. (NF.3c)**7.10** – Use the strategy *act it out* to solve multistep fraction problems. | **7.1** – When can you add or subtract parts of a whole? (NF.3a)**7.2** – How can you write a fraction as a sum of fractions with the same denominators? (NF.3b)**7.3** – How can you add fractions with like denominators using models? (NF.3d)**7.4** – How can you subtract fractions with like denominators using models? (NF.3d)**7.5** – How can you add and subtract fractions with like denominators? (NF.3d)**7.6** – How can you rename mixed numbers as fractions greater than 1 and rename fractions greater than 1 as mixed numbers? (NF.3b)**7.7** – How can you add and subtract mixed numbers with like denominators? (NF.3c)**7.8** – How can you rename a mixed number to help you subtract? (NF.3c)**7.9** – How can you add fractions with like denominators using the properties of addition? (NF.3c)**7.10** – How can you use the strategy *act it out* to solve multistep problems with fractions? | fraction unit fractiondenominatornumeratormixed numbersimplest formassociative property of additioncommutative property of addition | * Go Math Chapter 7
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Daily Targets** **(I can...)** | **Essential Questions** | **Academic****Vocabulary** | **Resources & Activities** |
| **Multiply Fractions by Whole Numbers**

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No SchoolIntroduce New Concept/Pre-AssessmentInstructionPost-Assessment | **Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.****4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. * 1. 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).*
	2. 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.)*
	3. 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?*
 | **8.1** – Write a fraction as a product of a whole number and a unit fraction. (NF.4a)**8.2** – Write a product of a whole number and a fraction as a product of a whole number and a unit fraction. (NF.4b)**8.3** – Use a model to multiply a fraction by a whole number. (NF.4b)**8.4** – Multiply a fraction by a whole number to solve a problem. (NF.4c)**8.5** – Use the strategy *draw a diagram* to solve comparison problems with fractions. (NF.4c) | **8.1** – How can you write a fraction as a product of a whole number and a unit fraction? (NF.4a)**8.2** – How can you write a product of a whole number and a fraction as a product of a whole number and a unit fraction? (NF.4b)**8.3** – How can you use a model to multiply a fraction by a whole number? (NF.4b)**8.4** – How can you multiply a fraction by a whole number to solve a problem? (NF.4c)**8.5** – How can you use the strategy *draw a diagram* to solve comparison problems with fractions? (NF.4c) | fractionmultipleproductunit fractionidentity property of multiplication | * Go Math Chapter 8
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Daily Targets:****(I can...)** | **Essential Questions** | **Academic****Vocabulary** | **Resources & Activities** |
| **Relate Fractions and Decimals**

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| January |
|  |  | **1** | **2** | **3** | **4** | **5** |
| **6** | **7** | **8** | **9** | **10** | **11** | **12** |
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| February |
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Introduce New Concept/Pre-AssessmentInstructionPost-Assessment | * **Understand decimal notation for fraction, and compare decimal fractions.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 100.2 *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* **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.
* **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.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.
 | **9.1** – Record tenths as fractions and as decimals. (NF.6)**9.2** – Record hundredths as fractions and decimals. (NF.6)**9.3** – Record tenths and hundredths as fractions and decimals. (NF.5)**9.4** – Translate among representations of fractions, decimals, and money. (NF.6)**9.5** – Solve problems by using the strategy *act it out*. (MD.2)**9.6** – Add fractions when the denominators are 10 or 100. (NF.5)**9.7** – Compare decimals to hundredths by reasoning about their size. (NF.7) | **9.1** – How can you record tenths as fractions and decimals? (NR.6)**9.2** – How can you record hundredths as fractions and decimals? (NF.6)**9.3** – How can you record tenths and hundredths as fractions and decimals? (NF.5)**9.4** – How can you relate fractions, decimals, and money? (NF.6)**9.5** – How can you use the strategy *act it out* to solve problems that use money? (MD.2)**9.6** – How can you add fractions when the denominators are 10 or 100? (NF.5)**9.7** – How can you compare decimals? (NF.7) | decimaldecimal pointtenthcomparefractionplace valuewholehundredthequivalent decimalsequivalent fractions | * Go Math Chapter 9
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Daily Objectives****(I can...)** | **Targets** | **Academic****Vocabulary** | **Resources & Activities** |
| **Two-Dimensional Figures**

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| February |
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No SchoolIntroduce New Concept/Pre-AssessmentInstructionPost-Assessment | **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.****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.**Generate and analyze patterns.****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.* | **10.1** – Identify and draw points, lines, line segments, rays, and angles. (G.1)**10.2** – Classify triangles by the size of their angles. (G.2)**10.3** – Identify and draw parallel lines and perpendicular lines. (G.1)**10.4** – Sort and classify quadrilaterals. (G.2)**10.5** – Determine whether a figure has a line of symmetry. (G.3)**10.6** – Identify and draw lines of symmetry in two-dimensional figures. (G.3)**10.7** – Use the strategy *act it out* to solve pattern problems. (OA.5) | **10.1** – How can you identify and draw points, lines, line segments, rays, and angles? (G.1)**10.2** – How can you classify triangles by the size of their angles? (G.2)**10.3** – How can you identify and draw parallel lines and perpendicular lines? (G.1)**10.4** – How can you sort and classify quadrilaterals? (G.2)**10.5** – How can you check if a shape has a line of symmetry? (G.3)**10.6** – How do you find lines of symmetry? (G.3)**10.7** – How can you use the strategy *act it out* to solve pattern problems? (OA.5) | acute angleanglelineline segmentobtuse anglepointrayright anglestraight angleacute triangleobtuse triangleright trianglepolygontriangleVenn diagramintersecting linesparallel linesperpendicular linesparallelogramrectanglerhombussquaretrapezoidquadrilateralline of symmetrydiagonalhorizontalverticalline symmetryhexagonregular polygon | * Go Math Chapter 10
* Crosswalk Coach Lessons:
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| **Pacing Guide & Resources/Activities** | **Big Idea & CCSS** | **Daily Objectives** | **Targets** | **Academic****Vocabulary** | **Resources & Activities** |
| **Angles**

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| February |
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| March |
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Introduce New Concept/Pre-AssessmentInstructionPost-Assessment | **Geometric measurement: understand concepts of angle and measure angles.4.MD.5** 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 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 a measure of *n* degrees.**4.MD.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specific 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. | **11.1** - Relate angles and fractional parts of a circle.**11.2** – Relate degrees to fractional parts of a circle by understanding that an angle that measures *n* degrees turns through *n/360* of a circle.**11.3** – Use a protractor to measure an angle and draw an angle with a given measure.**11.4** – Determine the measure of an angle separated into parts.**11.5** – Use the strategy *draw a diagram* to solve angle measurement problems. | **11.1** - How can you relate angles and fractional parts of a circle?**11.2** - How are degrees related to fractional parts of a circle?**11.3** - How can you use a protractor to measure and draw angles?**11.4** - How can you determine the measure of an angle separated into parts?**11.5** - How can you use the strategy draw a diagram to solve angle measurement problems? | ClockwiseCounterclockwiseAngleCircleRayVertexDegreeAcute angleObtuse angleRight angleStraight angleProtractor | * Go Math Chapter 11
* Crosswalk Coach Lessons:
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| **Pacing Guide**  | **Big Idea & CCSS** | **Targets****(I can…)** | **Essential Questions** | **Academic****Vocabulary** | **Resources/Activities** |
| **Relative Sizes of Measurement Units**

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| **17** | **18** | **19** | **20** | **21** | **22** | **23** |
| **24** | **25** | **26** | **27** | **28** | **29** | **30** |
| **31** |  |  |  |  |  |  |

No SchoolIntroduce New Concept/Pre-AssessmentInstructionPost-Assessment | **Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.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 f a smaller unit. Record measurement equivalents in a two-column table.**4.MD.2** Use the four operations to solve world 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 qualities using diagrams such as number line diagrams that feature a measurement scale.**Represent and interpret data.****4.MD.4** Make a line plot to display a data set of measurements in fractions of a unit (1/2, ¼, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. | **12.1** – Use benchmarks to understand the relative sizes of measurement units.**12.2** – Use models to compare customary units of length.**12.3** – Use models to compare units of weight.**12.4** – Use models to compare customary units of liquid volume.**12.5** – Make and interpret line plots with fractional data.**12.6** – Use models to compare metric units of length. | **12.1** –How can you use benchmarks to understand the relative sizes of measurement units?**12.2** – How can you use models to compare customary units of length?**12.3** – How can you use models to compare customary unit of weight?**12.4** – How can you use models to compare customary units of liquid volume?**12.5** – How can you make and interpret line plots with fractional data?**12.6** – How can you use models to compare metric units of length? | Kilometer,MileBenchmarkFootInchWeightYardOuncePoundTonCupFluid ounceGallonHalf gallonLiquid volumePintWuartLine plotDecimeterMillimeterCentimeterKilometerMeter | * Go Math Chapter 12
* Crosswalk Coach Lessons:
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| **Pacing Guide**  | **Big Idea & CCSS** | **Targets****(I can…)** | **Essential Questions** | **Academic****Vocabulary** | **Resources/Activities** |
| **Algebra: Perimeter and Area**

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| April |
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 | **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.****4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. | **13.1** – Use a formula to find the perimeter of a rectangle.**13.2** – Use a formula to find the area of a rectangle.**13.3** – Find the area of combined rectangles.**13.4** – Given perimeter or area, find the unknown measure of a side of a rectangle.**13.5** – Use the strategy *solve a simpler problem* to solve area problems. | **13.1** – How can you use a formula to find the perimeter of a rectangle?**13.2** – How can you use a formula to find the area of a rectangle?**13.3** – How can you find the area of combined rectangles?**13.4** –How can you find an unknown measure of a rectangle given its area and perimeter? **13.5** – How can you use the strategy *solve a simpler problem* to solve area problems? | FormulaPerimeterCentimeterFootInchLengthMeterWidthYardAreaBaseHeightSquare unitKilometerMile | * Go Math Chapter 13
* Crosswalk Coach Lessons:
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