

<u>Suggested Time Line</u> How much time will be spent on this learning?	<u>Essential Questions and content?</u> What Will be taught?	<u>NJCCCS</u> What state standards will be met by these objectives?	<u>Instructional Objectives</u> What will the students know or be able to do as a result of the instruction?	<u>Assesment</u> What evidence will I collect that demonstrates that the students have achieved the objective?	<u>Instructional Dom...</u> How will learning be structured?	<u>Instructional Activities</u> What will the students do to achieve the objective?
Sept . Lesson 1.1  DAY 1	What different kinds of numbers exist and what are they used for?	4.1A.1.5, 4.4 A.1 4.5A.2.B.1 C.3,4,5	Lesson 1-1 Identify and use number patterns to solve problems. (D)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Numbers all Around Museum A numbers Hunt Journal p.1 Compare Common Uses of Numbers
Lesson 1.2  DAY 2	What different types of number patterns exist on number grids?	4.2B.2  4.4C.2D.1	Lesson 1-2 Identify and use number patterns to solve patterns, (D) Count by 10's and 100s. (D,S) Apply place value concepts in 4 digit numbers. (D,S)	Ongoing Assessment  Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental Math and Reflexes Whole class instruction Whole class activity Ongoing Learning and Practice Independent Activity Small group Activity Differentiated instruction	Math Message Follow up Number Grid patterns Find missing numbers on a numbers grid number grid puzzles Make number grid puzzles Fill in number grids
Lesson 1.3  DAY 3	How can a Student Reference Book be helpful to a 3rd grade Math student?	4.1A.14.3A.14.5A.1,B.1 F4	Lesson 1-3 Apply place value concepts in 4 digit numbers, (D,S) Know basic addition facts.(S)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math Message Follow up Discuss rules for working with others Look up information in the student reference book Conduct an interview Minute math
Lesson 1.4  DAY 4	How can we assess a student's ability to recall how to tell time, measure length, and use a calculator and identify 2 dimensional shapes?	4.2A.2,D.2 4.3B.1 4.4A.1 4.5A.3,B.3,C.2 E.2F.1,2,4	Lesson 1-4 Tell and show time to the nearest minute.(D<S)  Know basic addition facts,(S)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction	Math message follow up Review telling time Use mathematical tools Play addition top it

					Independent Activity Small group activity	
Lesson 1.5          DAY 5	How efficiently can one analyze and display data?	4.1A.1.C.1 4.3B.1   4.4A.1.C.1.D.1 4.5B.1.C.1.D.2,6.F.1	Review and use data.	Ongoing Assessment Kid Watching  Portfolio Items  Oral and slate assessments  Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up Compare two sets of data Make tally charts and bar graphs to display the class data Introduce the Mth Box routine Find which name has the greater total number of letters
Lesson 1.6  DAY 6	How many different names are there for a number?	4.1A.6 4.5A.2,3.C.3,4,5,6	Lesson 1-6 Find equivalent names for numbers. (D,S) Know basic addition facts.(S)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up complete name collection box problems Play name that number Math Boxes 1.6 Play musical name collection boxes
Lesson 1.7  DAY 7	Can you identify number grid patterns and use the number grid properly?	4.1A.3.B.1,3 4.3A.1.B.1 4.4C.2 4.5B.2,D.2,6,E.1	Lesson 1-7 Reinforce the use of tools to assist in addition and subtraction.	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up Find the difference between two numbers Skip count on a number grid Math boxes 1.7 Find differences between 2- digit numbers mentally Minute Math
Lesson 1.8  DAY 8	How can a student use a calculator to add, subtract, skip count and practice place value skills?	4.1A.2 4.3A.1.B.1 4.5A.3.F.1,F.4	Lesson 1.8 Reinforce the use of tools to assist with math concepts.	Ongoing Assessment Kid Watching  Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up Skip count with a calculator Review Calculator place value puzzles Practice calculator skills Play beat the calculator Math boxes 1.8 count back past zero Minute math
Lesson 1.9  DAY 9	How do you represent amounts of money with coins, and write dollars and cents notation?	4.1A.4.6.B.5,C.1 4.5A.3.B.1,3,D.6	Lesson 1-9 Count combinations of bills and coins and write the total using dollars and cents notation.(D,S)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments  Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction	Math message follow up review dollars and cents notation Review the < and > signs Practice skills with money Math boxes 1.9 Play name that number

					Independent Activity Small group activity	Play the buyer and vendor game
Lesson 1.10 DAY 10	How does one solve money problems to get an exact answer or an estimate?	4.1A.1.C.2,3,4 4.3B.A 4.5A.1,2B.2,D.1, 2,4,6	Count the combinations of bills and coins and write the total using dollars and cents notation (D,S)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments  Group Assessment	Mental math and Re-flexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up Simulate a shopping trip Calculate the value of a coin collection Math boxes 1.10 Shopping day
Lesson 1.11 DAY 11	How does one determine number patterns using frames and arrows?	4.1A.4 4.3A.1,B.1,C.1 4.4C.2,D.2  4.5B.2.C.1,D.2,6  F.4	Determine number patterns between numbers.	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Mental math and Re-flexes Whole- Class Instruction Small group activity Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity	Math message follow up review frames and arrows routines Solve pattern puzzles Solve tic-tac-toe addition problems Math boxes 1.11 count on the number grid color a design
Lesson 1.12 DAY 12	How is elapsed time calculated?	4.2A.5 4.4A.1  4.5A.1.C.1,3,4F.1	Determine how elapsed time is calculated and review.	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Mental math and Re-flexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up Discuss the sunrise/sunset data Find elapsed time Introduce the Year long length of Day project Tell time and calculate elapsed time Play games to practice the addition facts, Math boxes 1.12
Lesson 1.13 3 days to assess  DAYS 13, 14 AND 15	Review and assess all skills taught in this unit	ALL STANDARDS USED  FOR THE LAST 12 LESSONS	Assess all skills	Unit 1 test Slate assessment   Oral assessment	Mental math and Re-flexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up Oral and slate assessments Written assessment Alternate assessment options
Lesson 2.1 OCTOBER- DAY 16	How can one assess if a student can recall addition and subtraction fact families?	4.1B.1,2,3 4.2A.5,D.3,4,3D.1 4.4D.2 4.5A.1,4,5,B.1,4,D.3,E.1,  2,F.1,4	Lesson 2-1 Know basic addition and subtraction facts.(S) Complete fact and number families(S)	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments	Mental math and Re-flexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up review the concepts underlying fact families review addition and subtraction facts complete the fact families and number families Review frames and arrows,2.1 Review fact shortcuts

Lesson 2.2 DAY 17	How does one use basic addition and subtraction facts to solve problems involving larger numbers?	4.1B.1,3 4.5A.1,C.2,4,6 E.1,F.1,4	Lesson 2-2 Estimate answers to multi-digit addition and subtraction problems. (D) Use basic facts to solve fact estensions.(D<S)	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up practice fact estensions calculate complements Practice fact extensions and complementsequivalent names for numbers Mth boxes 2.2 Play name that number
Lesson 2.3 DAY 18	How does one solve problems and determine a rule using a function machine?	4.3B.1,C.2,D.1 4.5A.1,B.3,D.1,3, 5,6 E.1,3,F,3,4	Lesson 2-3 Complete "What's My Rule" table.(D,S)	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up review variations of the "What's My Rule routine complete "What's my rule? table Write fact number families and calculate coomplements Math boxes 2.3
Lesson 2.4 DAY 19	How does one use parts and total diagrams to help solve parts and number stories?	4.3A.1,C.2 4.5A.1,4,B.2D.2 6,E.1,3,F.1,4	Solve addition and subtraction multidigit number stories.(S)	Ongoing Assessment Kid Watching Portfolio Items	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up solve part- and total number stories complete what's my rule tables mth boxes 2.4
Lesson 2.5 DAY 20	How does one identify the change between two numbers?	4.1B.3 4.3A.1,C.2 4.4A.2  4.5A1.4,E.1,3	Lesson 2-5 Solve addition and subtraction multidigit number stories.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments   Written Assessments	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up solve a change to less number story Use parts and totals diagrams to solve number stories Math message follow up solve a change- to more number
Lesson 2.6	How does one use a comparison diagram	4.1A.6,B.3,C.1,3 4.3A.1,C.2	Lesson 2-6 Solve addition and subtraction	Ongoing Assessment Kid Watching	Mental math and Reflexes	Math message follow up solve comparison number stories

DAY 21	to help solve comparison number stories?	4.4A.1.D.2 4.5A.4.B.3.E.1.3	multidigit number stories.(S)	Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction	solve comparison number stories introduce the National High/low temperatures project Math boxes 2.6 Play penny grab
Lesson 2.7 DAY 22	How can one use the partial sums algorithm to add 2 digit numbers and 3 digit numbers?	4.1B.1,2,3 4.3C.2 4.5A.4.C.2,6,D.1,5	Lesson 2-7 Estimate answers to multidigit addition and subtraction problems(D)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up Make ballpark estimates Use base 10 blocks to model the partial sums method for 3 digit addends Predict the partial sums algorithm solve change number stories Math boxes 2.7 Make up addition problems based on mileagemap
Lesson 2.8 DAY 23	How does one use the trade first algorithm for subtracting 2 and 3 digit numbers?	4.1B.1,3 4.2A.5.C.2,6	Lesson 2-8 Estimate answers to multidigit addition and subtraction problems. (D) Add multidigit numbers.(S) Subtract multidigit numbers.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments		Math message follow up Review and the Trade first algorithm for 2 digit Subtraction problems Use base 10 blocks to model the trade first algorithm with 3 digit subtraction Practice the trade first algorithm Math boxes 2.8
Lesson 2.9 DAY 24	Can one learn from reviewing number stories involving 3 or more addends?	4.1A.1.B.2,3 4.5A.2.E.3	Lesson 2-9 solve addition and subtraction multidigit number stories. (S)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math Message follow up; numbers with three digits, numbers with four digits; solve addition problems; math boxes 2.9
Lesson 2.10 3 class periods DAYS 25,26,AND 27	Reivew and assess Unit 2	ALL STANDARDS USED IN THE LAST 10 LESSONS	ASSESS	Sltate Assessment Oral assessment Unit 2 test journal p. 59		Unit 2 test written assessment oral and slate assessment
Lesson 3.1 DAY 28	Why do we need a standard unit of measure in the USA?	4.2D.2,3.E.1,2,3 4.5A.5.B.3,4,D.3.E.1,2,3 F.1,4	Understanding the need for common units of measure.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction	Math message follow up establish te need fior standard create a standard unit of length for the class find classroom objects that are about 1 class shoe unit estimate and measure lenghts

				journal p. 62	Independent Activity Small group activity	in class shoe sizes Math boxes 3.1
Lesson 3.2 DAY 29	What is the appropriate measuring tool and unit for individual situations, and how does one read a ruler to the nearest inch, half inch and quarter inch?	4.2A.4.D.2,3 4.5A.3.E.2,F.1	Measure line segments to the nearest 1/4 inch. (S)  Measure line segments to the nearest inch and quarter inch.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up Read a ruler and measure to nearest ince, 1/2 inch and 1/4 inch measure to the nearest centimeter and mm,Math boxes 3.2
Lesson 3.3 DAY 30	How do we use customary and metric units of length to estimate and measure lengths to the nearest quarter inch and nearest centimeter?	4.2D.3.E.A,3 4.5B.2	Lesson 3-3 Measure line segments to the nearest1/4 inch.(S)	Ongoing Assessment  Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and Reflexes Whole- Class Instruction Whole class Activity Ongoing Learning and Practice Differentiated instruction Independent Activity Small group activity	Math message follow up review US customary units for linear measure  Take and record body measurements estimate and measure lenghts review metric units of linear measure, math boxes 3.3
Lesson 3.4 DAY 31	What are the names of various polygons and how does one find the perimeters of them?	4.2A.2.D.2,3,E.2 4.5A.1.B.A,4	Lesson 3-4 Find the perimeter of a polygon.(D)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Whole class instruction Whole class activity Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up make polygons out of straws revisit the concept of perimeter Math boxes 3.4 discuss shipping requirements for packages
Lesson 3.5 DAY 32	How does one make a rectangle with a given perimeter, how to tile an area, or construct triangles using given lengths to find a perimeter?	4.2A2B1E1E2 4.3A.1 4.5A.3B.2B.4D.2  4.2A.5B.1D.2D.3E.1E.3	Lesson 3-5 To make rectangles with given perimeters;to relate tiling to area to construct triangles using given lenghts and then find the perimeters	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Whole class instruction Whole class activity Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up explore- construct rectangles with given perimeters explore B- compare pattern block sizes by tiling equal areas Explore - make and measure straw triangles Math boxes 3.5
Lesson 3.6 DAY 33	How does one use square units to measure area?	4.5E.3	To develop the concept of area and use of square units; to measure area by using 1-foot and 1 yard squares;and to fine areas by counting squares	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Whole class instruction Whole class activity Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up make squares with 1- foot sides review the concept of area estimate and measure areas in the classroom Math boxes 3.6

Lesson 3.7 DAY 34	How can one use identical squares to understand the concept of area and calculate area?	4.1B.3 4.2D.2D.3E.1	To develop the concept of area as measuring with identical squares; and to use number models to model calculating the area of rectangles.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Whole class instruction Whole class activity Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up practice basic facts math boxes 3.7 use 1 yard squares to estimate area find the area of rectangles practice finding the area of rectangles
Lesson 3.8- DAY 35	What is the diameter and the circumference of a circle, and how does the circumference of the circle relate to the diameter?	4.2D.2E.1E.3 4.3B.1 4.4A.1	To measure diameters and circumferences of circular objects; and to develop the "about 3 times" rule relating the circum. and diameter of a circle.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Whole class instruction Whole class activity Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up define diameter, circumference, and center of a circle Math boxes 3.8
Lesson 3.9 3 CLASSES DAY 36, 37 AND 38	Review and assess Unit 3	4.2E.1E.2 4.5A.1	TO REVIEW AND ASSESS CHILDREN'S PROGRESS ON THE MATERIAL COVERED IN UNIT3	Oral assessment slate assessment Unit 3 test	same as above	Written assessment Oral and slate assessments alternate assessments
Lesson 4.1 DAY 39	How does multiplication relate to solving number stories involving equal groups of things?	4.1B.1B.3 4.2A.4 4.3D.1 4.5A.3A.4B.1,3D3,6E1F3 F4	To review multiplication and equal groups; and to solve and write number stories involving equal groups	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Whole class instruction Whole class activity Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up review multiplication/division diagrams solve number stories about equal groups and objects practice measuring line segments Math boxes 4.1
Lesson 4.2 DAY 40	How do arrays, multiplication/division diagrams and number models represent and help solve multiplication problems?	4.1B.14.2E.2 4.3D.1 4.5A.2.E.1,3	To use arrays, multiplication and division diagrams and number models to represent and solve multiplication number stories.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Whole class instruction Whole class activity Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up solve multiplication number stories about arrays represent multiplication situations with arrays math boxes 4.2
Lesson 4.3 DAY 41	How does division relate to equal sharing and equal grouping?	A.1A.3B.1,B.3 4.3A.1.D.1 4.5A.2	To review division as equal sharing and equal grouping	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Whole class activity Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up solve equal sharing division number stories with counters solve equal grouping division number stories Play DIVISION ARRAY Boxes 4.3

Lesson 4.4 DAY 42	How can using models, such as arrays, multiplication and division diagrams and number models, help with division number stories?	4.1B.1 4.3D.1 4.4C.2 4.5B.1,2,4	To model division number stories with arrays, multiplication diagrams, and number models.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Whole class instruction Whole class activity Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Use nubmer models and diagrams for division stories solve multiplication and division number stories Play DIVISION ARRAY, Boxes 4.3
Lesson 4.5 DAY 43	What is the importance of fact powers and how could shortcuts be used to review multiplication facts?	4.1B.1,2,3,4,6,7,C.2,4	To discuss multiplication facts and the importance of fact power and to review fact shortcuts	Ongoing Assessment: Portfolio Ideas Oral and slate assessments Written assessments performance/group assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math boxes 4.5 Math message follow up Review the importance of fact power Reviw shortcut for multiplication facts, Math boxes 4.5
Lesson 4.6 DAY 44	How can a tool like the multiplication/division facts table be very helpful with math facts?	4.1B.1,2,6,7C.4 4.3D.1 4.5A.2	To review the Multiplication/ Division Fact Table and fact families; and to practice multiplication and division facts.	Ongoing Assessment: Portfolio Ideas Oral and slate assessments Written assessments performance/group assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Introduce Multiplication and Division fact families Discuss and uses the Mult/ Division fact table, Math boxes 4.6
Lesson 4.7 DAY 45	Why is it important to review multiplication facts each night and day?	4.1B.2,3 4.5E.3	To practice multiplication facts.	Ongoing Assessment: Portfolio Ideas Oral and slate assessments Written assessments	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Introduce Baseball Multiplication practie with fact triangles Math boxes 4.7
Lesson 4.8 DAY 46	How can one make an estimate using an array?	4.1B.4,6,7 C.2,4 4.2E.3,4.5A.3,A.4,D.6 4.5A.3,4.D.6	To estimate the number of dots as a large array; to solve a problem involving factors of whole #s.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Estimate a number of dots Arrange chairs Practice Multiplication and Division facts with a fact platter Math boxes 4.8
Lesson 4.9 DAY 47	How is a map scale used to measure distance?	4.1A.1B.1C.3,C.4 4.2D.3,E.3 4.3A.1,C.2,4.4C.2,	To use a map scale to estimate distance.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Introduce Map scales Estimate distances on the classroom map of the US Estimate mileage on a US map Take a pretend trip, Math boxes 4.9
Lesson 4.10 DAY 48,49 and 50	Assess all skills presented and reviewed in this chapter		To review and assess children's progress on the material covered in Unit 4	Unit 4 test slate and oral assessment	Teacher assessment	Written, slate and oral assessments
Lesson 5.1 DAY 51	What are the place value columns through the ten thousands?	4.1.A.1,2,C.4 4.3D..2 4.5B.1	To review place value through ten-thousands.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Review place value Solve problems involving place value Math boxes 5.1

Lesson 5.2 DAY 52	How does one read, write, compare and order numbers less than 100,000?	4.1A.2,6 4.3D.2 4.5B.1	To practice reading,writing, comparing and ordering numbers less than 100,000	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up review reading and comparing numbers Play number TOP -IT Math boxes 5.2
Lesson 5.3 DAY 53	How does one read, write, compare and order numbers through millions?	4.1A.2 4.3A.1,D.2 4.5C.2,6	To extend place value to millions; and to read and write numbers through millions.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Discuss place value through millions Read numbers in the millions Write numbers in the millions Play NUMBER TOP IT Math boxes 5.3
Lesson 5.4 DAY 54	How are relations between large numbers different and how are ratios determined?	4.1A.1,2,6 4.3C.1,D.3 4.5C.1,3,5,6,4	To read,write, and compare large numbers;and to express relationships as differences and ratios.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Read 6 and 7 digit numbers compare population of cities compare the 1980 and 1990 census in the SRB Math boxes 5.4
Lesson 5.5 DAY 55	How difficult is computing with larger numbers?	4.1A.1,2B.3 4.5D.3,6	To develop a sense of very large numbers;and to compute with large numbers	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Calculate age in minutes Play division arrays Math boxes 5.5 Calculate the age of presidents
Lesson 5.6 DAY 56	How are base ten blocks counted: how are polygons identified and how are perimeters of figures different?	4.1A.2,C.2 4.2A.2,E.1,2,3 4.5A.3,C.1,2,3,4E.1,F.4	To count base-10 blocks; to identify polygons;and to compare perimeters and areas.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up find the value of base ten blocksI Identify squares, rectangles and triangles, math boxes 5.6 Find perimeters, areas, and shapes of polygons
Lesson 5.7 DAY 57	How is a math model used to show decimals with base ten blocks?	4.1A.2A.4,B.5	To model decimals with base-10 blocks;and to review decimals with money.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Use base ten blocks to review tenths and hundredths Compare and order decimals on a square grid Math boxes 5.7
Lesson 5.8 DAY 58	How are tenths and hundredths alike and different?	4.1A.2 4.2E.1	To understand tenths and hundredths;and to exchange between tenths and hundredths.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Explore place value for 1 and 2 place decimals make up and solve place value problems with decimals Math boxes 5.8
Lesson 5.9 DAY 59	How is decimal notation used for metric measures and to convert from centi-	4.1A.1,2,4 4.4A.2 4.5B.1,F.4	To use decimal notation for metric measures; and to convert from cm to Meters.	Ongoing Assessment Kid Watching Portfolio Items	Mental math and relexes Ongoing learning and practice;differentiated instruction	Math message follow up Explore the relationship among metric units using decimals

	meters to meters?	4.4		Oral and slate assessments Written Assessments Group Assessment	independent and small group activity	Compare metric measurements Math boxes 5.9
Lesson 5.10 DAY 60	How is date interpreted by using a map?	4.1A.1,2,4 4.2E.1,4.5B1,2,4C1-5  4.3C.1 4.4A.1,2B.1D.2	To introduce thousandths by revisiting millimeters; and to interpret data from a map.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up convert among cm, mm and meters plot and compare data play number top it with decimals
Lesson 5.11  DAY 61	How is decimal place value to thousandths used?	4.1A.1,2,4B.5 4.2E.1	To practice decimal place value to thousandths.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Practice decimal place-value skills Mth boxes 5.11
Lesson 5.12  DAY 62	How is data analyzed from sunrise/sunset notation?	4.1A.1,2 4.1A.1B.1  4.5C1,2,3E.1F.1	To analyze data from the sunrise sunset routine; and to make and read a line graph.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Mtah message follwo up Make a line graph of the lengths of days Math boxes 5.12
Lesson 5.13  DAYS 63, 64, 65	Assess all skills presented in this chapter?	4.1A.2	To review and assess children's progress on the material covered in Unit 5.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Written, slate, oral and alternate assessments
Lesson 6.1 DAY 66	What are the differences between line segments, rays and lines?	4.2A.2,4 4.3C.2 4.5A.3,5,B.1,3,4,C.1,D.6E  1.2 F.1,4	To review line segments; and to introduce rays and lines.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Review line segments Introduce rays and lines Math message follow up Draw line segments, rays and lines,Math boxes 6.1
Lesson 6.2 DAY 67	How are parallel and intersecting line segments, lines and rays drawn to form angles and polygons?	4.2A.2,4 4.5B.1,2,4	To find,form, and draw parallel and intersecting line segments, rays, and lines; and to form angles and polygons.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up discuss parallel and intersecting line segments, rays and lines Model geometric figures Go on a geometry hunt in the room Math boxes 6.2
Lesson 6.3 DAY 68	How can an angle be used to record turns in a rotation?	4.2A.4B.1,B.2	To use angles to record turns. (rotations)	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up perform turn calisthenics showing turns with two connected straws continue the gemetry hunt Math boxes 6.3
Lesson 6.4	What are the various	4.2A.3	To explore various types of	Ongoing Assessment	Mental math and relexes	

DAY 69	types of triangles?		triangles.	Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Name triangles Construct triangles with straws measure the side of a triangle Math boxes 6.4
Lesson 6.5 DAY 70	What are the various types of quadrangles?	4.1A.1 4.2A.1,2,3 E.2	To explore various types of quadrangles.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relaxation Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Discuss how quadrangles are named, construct quadrangles, Math boxes 6.5
Lesson 6.6 DAY 71	What are the characteristics of regular polygons?	4.2A.2 4.5B.1,2,4	To review the characteristics of polygons, emphasizing regular polygons.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relaxation Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Use straws and twist ties to construct polygons, discuss characteristics of polygons, introduce regular polygons, math boxes 6.6 solve a polygon cut up problem
Lesson 6.7 DAY 72	How are angles drawn as recordings of rotations?	4.2A.4.B.1	To draw angles as records of rotations.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relaxation Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up make angles with connected straws, draw angles to record rotations, Math boxes 6.7, Establish the need for a standard unit of angle measure
Lesson 6.8 DAY 71	How are angles measured using a kid made protractor?		To measure angles	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relaxation Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Introduce the degree as a unit of measure make an angle measurer make angles with the angle measurer, math boxes 6.8
Lesson 6.9 DAY 73	What is the meaning of symmetry and what are the properties of symmetric shapes?	4.2A.3.B.1 4.4D.1	To review the meaning of symmetry; and to explore properties of symmetric shapes.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relaxation Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up explore properties of symmetric figures, complete symmetric figures, Play angle race, math boxes 6.9
Lesson 6.10 DAY 74	What are congruent figures and how are line segments drawn?	4.1A.1A.4.B.5 4.2A.2,3B.1,2	To introduce congruence; to draw line segments; and to practice naming decimals.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relaxation Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Build shapes out of pattern blocks create an 8 point design design base 10 block decimals Play angle race, math boxes 6.10
Lesson 6.11 DAY 75	What are the names and characteristics of 3D shapes and what are the bases of pyramids and	4.2A.2	To review 3D dimensional shapes; and to identify bases of pyramids and prisms.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments	Mental math and relaxation Ongoing learning and practice; differentiated instruction independent and small	math boxes 6.11 math message follow up construct a square pyramid and triangular prism

	prisms?			Written Assessments Group Assessment	group activity	Discuss the characteristics of the pyramid and the prism
Lesson 6.12 DAY 75	What are the characteristics of prisms?	4.2A.2	To explore the characteristics of prisms.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up identify the bases of a rectangular prism, construct pattern block prisms and tracing their faces, discuss the shape of faces of prisms
Lesson 6.13 DAY 76	Assess all skills and concepts taught in this chapter	4.5A.2	To review and assess children's progress on the material covered in Unit 6.		Teacher assessment	Written, oral, slate and alternate assessments
Lesson 7.1 DAY 77	What are relevant multiplication and division facts and square number facts?	4.1B.1 4.5B.4.C.1.2.2D.3.E.1.3	Lesson 7-1 To review and extend square number facts; and to review multiplication and division patterns	Ongoing Assessment Kid Watching  Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message followup Explore a pattern in sequence of products find patterns in Multiplication and division tables Explore multiplication tables, Math boxes 7.1
Lesson 7.2 DAY 78	How well does my class know their multiplication facts?	4.1B.1,2,4	Lesson 7-2  To determine which multiplication facts children still need to know.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments   Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message followup Identify the (X) facts to be learned Math Boxes 7.2 Administer a fact test Intro. 9 facts with fingers Cut out fact triangles Practice (X) and division
Lesson 7.3 DAY 79	What multiplication and division facts need to be reviewed with each individual student?	4.1B.1,3C.2,3	Lesson 7-3 To practice multiplication and division facts.	Ongoing Assessment Kid Watching Group Assessment Portfolio Items Oral and slate assessments Written Assessments	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message followup Play Multiplication Bingo Solve Mult/div Facts Math boxes 7.3 Play advanced version of Mult. Bingo
Lesson 7.4 DAY 80	How are parenthesis used in number models and number stories?	4.1A.1,B.3 4.5A.2B.1	Lesson 7-4 To introduce parentheses in number models ; and to write number	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Compare the use of Punctuation marks in words VS. number models,math boxes 7.4 Write number Models with parentheses
Lesson 7.5	How can numbers be expressed as sums of	4.3B.1 4.5A.2,3,4,C.6D.6E.2	models for number stories. Lesson 7-5	Ongoing Assessment Kid Watching	Mental math and relexes Ongoing learning and practice	Math message follow up Find different Ways to

DAY 81	products using number models containing parenthesis?		To express numbers as sums of products using number models containing parentheses.	Portfolio Items Oral and slate assessments  Written Assessments  Group Assessment	ice;differentiated instruction independent and small group activity	score 10 points in basketball Solve "What's My rule" problems Math boxes 7.5 Examine Basketball Scores
Lesson 7.6  DAY 82	How can multiples of 10, 100, 1,000 and 10,000 be used to multiply?	4.5C.6	Lesson 7-6  To multiply by multiples of 10,100 and 1000 and to divide such multiples by 1-digit numbers.	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Multiply 1 digit numbers by Multiples of 10,100 and 1,000 Solve extended multi/division facts Practice with fact triangles Math boxes 7.6
Lesson 7.7  DAY 83	When is an estimate appropriate to make and how can one make an accurate estimate?	4.1B.5,6,7C.2,4 4.2A.2 4.5A.3.B.1,2,4,6	Lesson 7-7  To determine when an estimate is appropriate and to practice making estimates.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Review the meaning of Estimation Solve problems with estimation Math Boxes 7.7 Practice extended multi/div facts Calculate paper consumption
Lesson 7.8  DAY 84	How are multiples of 10 multiplied by multiples of 10?	4.1B.3 4.5A.3B.1,2,4,6	Lesson 7-8  To multiply multiples of 10 by multiples of 10.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Intro. Products of 10 Find products of 10 Make a line graph Math boxes 7.8 Play Baseball Multiplication
Lesson 7.9  DAY 85	What are similar polygons and geometric configurations?	4.1A.4 4.2A.2,E.3  4.3A.1	Lesson 7-9  To explore similar polygons; to explore geometric configurations	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Explore similar Polygons Explore ratio Problems Solve a geometry problem Play decimal version of addition top it Math Boxes 7.9
Lesson 7.10  DAY 86,87, and 88	Assess all skills and concepts taught in this chapter	4.5E.1-E.3	Lesson 7-10  To review and assess children's progress on the material covered in unit 7.	Unit 7 test Slate and Oral Assessment	Teacher assessment	Oral and Slate assessments Unit test 7
Lesson 8.1  DAY 89	How are fractions used to name parts of equal groups?	4.1A.1,B.5 4.5A.5,B.1,4.E.1,3 F.1.2	Lesson 8-1  to use fractions for naming a of	Ongoing Assessment Kid Watching Portfolio Items	Mental math and relexes Ongoing learning and practice;differentiated instruction	Math message follow up Rename fractions as names for parts of

			equal parts of an object.	Differentiated instruction Small group activity Oral and slate assessments Written Assessments Group Assessment	independent and small group activity	regions Use fractions to name parts of sets Math Boxes 8.1
Lesson 8.2 DAY 90	How are fractions similar and different and what is the significance or spatial relationships?	4.1A.1.B.5 4.2A.1.A.2 4.4A1.B1.B.2 4.5A.2,3C.1,2,3,4,6,F.4	Lesson 8-2 To explore fractional relationships spatial relationships and combinations.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments  Written Assessments	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Find a relationship among shapes Take apart and put together squares Make combinations Practice (X) facts Math Boxes 8.2
Lesson 8.3 DAY 91	What is a number line for fractions and how can it be used to differentiate between fractions?	4.1A.2 4.3A.1 4.4C.2	Lesson 8-3 To introduce the number line for fractions.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Make a number line poster for fractions Review fraction concepts Solve frame and arrows Math boxes 8.3
Lesson 8.4 DAY 92	What are equivalent fractions and how can one determine them?	4.5A.2,3B.3.E.2	Lesson 8-4  To find equivalent fractions.	Ongoing Assessment Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up use fraction cards Investigate Equivalent Fractions Play equivalent Fractions game Math boxes 8.4 Play advances game
Lesson 8.5 DAY 93	How can fractions be compared by using region models?	4.1A.1.B.5 4.3.D.2 4.5B.3	Lesson 8-5 To compare fractions using region models.	Ongoing Assessment Kid Watching  Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Compare fractions to 1/2, 1 and 0 Play fraction Top-it color Equivalent fractions Math Boxes 8.5 Order things by diameter
Lesson 8.6 DAY 94	How are quantities of greater than ONE with fractions and mixed numbers named?	4.1A.1.B.5 4.3D.2 4.5B.3	Lesson 8-6 To name quantities greater than 1 with fractions and mixed numbers.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments  Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Name fraction parts that are more than one Play equivalent fraction game Math boxes 8.6 Label fractions of rectangular regions
Lesson 8.7 DAY 95	What is the strategy for solving number stories involving fractions?	4.1A.1,4,6 4.5B.3	Lesson 8-7 To solve number stories involving fractions.	Ongoing Assessment Kid Watching Portfolio Items	Mental math and relexes Ongoing learning and practice;differentiated instruction	Math message follow up Write and solve Fraction number

				Oral and slate assessments Written Assessments	independent and small group activity	stories Play fraction Top-it Math boxes 8.7
				Group Assessment		
Lesson 8.8 DAY 96	Assess all skills taught in this chapter		To review and assess children's progress on the material covered in Unit 8	Unit 8 test Slate and oral Assessment	oral and slate assessments Math boxes 8.8 Unit 8 test	Oral and slate assessments Math boxes 8.8 Unit 8 test
Lesson 9.1 DAY 97	How is multiplication and division used to multiply multiples of 10, 100, and 1,000?	4.1B.3 4.3A.1.D.1 4.5A.1.D.1	Lesson 9-1 To multiply and divide with multiples of 10,100 and 1,000.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Mental math and math message follow up Model how to solve multiplication and division stories Write and solve number stories Math Boxes 9.1,solve posters
Lesson 9.2 DAY 98	Can mental math be used to multiply one digit numbers by multi-digit numbers?	4.1B.3B.4,C.2 4.3D.2 4.5D.3,6	Lesson 9-2 To use mental math to multiply 1-digit numbers by multidigit numbers.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Multiply 1- digit # by multi-digit #s. Solve problems about comparison Math boxed 9.2
Lesson 9.3 DAY 99	How can multiplication be modeled with base ten blocks and how are fractions of determined?	4.1A.2,B.1,B.5 4.2E.1,E.3	Lesson 9-3 To model multipliations with base 10 blocks; to explore area relationships; and to find fractions of fractions.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Exploration A-Model multiplication with base 10 blocks Exploration B- Find geoboard areas Exploration c- Find fractions of fractions, Math boxed 9.3
Lesson 9.4 DAY 100	What is the partial products algorithm?	4.1B.1,3 4.3D.1 4.5A.1.C.1,E.3	Lesson 9-4 To multiply 1 digit numbers by multidigit numbers using a partial	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Introduce a Multiplication Algorithm,Use the algorithm to multiply 1 digit numbers by multi-digit numbers, solve number riddles, Math boxes 9.4
Lesson 9.5 DAY 101	How does using mental math and partial products algorithm assist in computing multiplication problems?	4.1B.3,4,5,6,7C.2,4 4.5C.1E.3	products algorithm. Lesson 9-5 To multiply using mental math and the partial products algorithm	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Solve problems using mental math and the partial-products algorithm,solve stock up sale stories,use partial products algorithm,Math boxes 9.5,
Lesson 9.6 DAY 102	How can factors of a number be identified and found?	4.1B.3 4.3D.1 4.5C.1	Lesson 9-6 To identify and find factors of a number.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Identify and find factors of a number Introduce nd play factor bingo, Use partial products algorithm Math boxes 9.6,Play array bingo

Lesson 9.7 DAY 103	How are whole dollar amounts shared equally?	4.1B.1 4.3D.1	Lesson 9-7 To share whole-dollar amounts equally.	Ongoing Assessment Kid Watching Group Assessment Portfolio Items Oral and slate assessments Written Assessments	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up,share play money equally, solve division problems, play factor bingo, math boxes 9.7
Lesson 9.8 DAY 104	How can remainders of numbers be interpreted by exploring computational strategies in division?	4.1B.1 4.5A.3.E.1,F.1	Lesson 9-8 To explore computational strategies for division; and to interpret remainders.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up explore computational strategies for division, solve division number stories with remainders,use partial prdoucts algorithm to find products,Math boxes 9.8 solve division number stories
Lesson 9.9 DAY 105	What is the significance of the lattice method of multiplication?	4.1B.3,6,7 C.4 4.5A.3.B.1,2,4	Lesson 9-9 To introduce the lattice method of multiplication.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up explore and practice the lattice method of multiplication.solve division number stories, math boxed 9.9
Lesson 9.10 DAY 106	What is the algorithm for 2 digit multiplication and what is the strength of triangles?	4.2A.2,3	Lesson 9-10 To explore 2- digit multiplication, number patterns, and the s strength of triangles.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Explore D- moedl multiplication with arrays and base 10 blocks explore e- find number patterns for filling equilateral triangles Explore F- Build Bridges and test their strength, play factor
Lesson 9.11 DAY 107	How does the partial products method of 2 digit numbers and 2 digit multiples of 10 applied?	4.1B.3 4.3D.1	Lesson 9-11 To extend the partial products method to products of 2-digit numbers and 2 digiit multiples of 10	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up Extend and use the partial products algorithm to 2-digit numbers times 2 digit number multiples of 10, paly angle race, Math boxes 9.11
Lesson 9.12 DAY 108	Same as 9.11	4.1B.3 4.3D.1	Lesson 9-12 To extend the partial products algorithm to products of any	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up extend the partial products algorithm to any two 2 digit numbers,find products of 2 digit numbers, measure and draw accutately, Mth boxes 9.12
Lesson 9.13 DAY 109	What is the significance of positive and negative numbers and how do they relate to everyday life?		two 2 digit numbers. Lesson 9-13 To investigate positive and nega- tive numbers.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice;differentiated instruction independent and small group activity	Math message follow up practice writing temperatures above and below zero Use "sea level" as a zero point Express changes from a begin- ning point with (+) and (-) #s
Lesson 9.14	Assess all skills taught in	4.2A.5	Lesson 9-14- To review and	Ongoing Assessment Kid Watching Portfolio Items	Mental math and relexes Ongoing learning and practice;differentiated instruction	Oral and slate assessment Written assessment Alternate assessmetn- play

	this chapter?		assess children's progress on the material covered in Unit 9.	Oral and slate assessments Written Assessments Group Assessment	independent and small group activity	factor bingo, share money with friends
DAYS , 110, AND 111						
Lesson 10.1 DAY 112	How are the US customary and metric systems applied to measuring length?	4.2C.1,D.1,2,3 4.4A.1 4.5A.5.B.3C.1C.6.E.1,2F.1	Lesson 10-1 To review units, tools, and measuring length; and to review equivalents in both US and customary and metric systems. Lesson 10-2 To explore the volume of rectangular prisms.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow-up discuss tools used to measure distances rename measurements practice measuring skills Math boxes 10.1
LESSON 10.2 DAY 113	How is the volume of rectangular prisms determined?	4.1A.4 4.2A.5E.3 4.5E.1		Ongoing Assessment Group Assessment Kid Watching Portfolio Items Oral and slate assessments	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow-up Introduce the volume of a rectangular prism Order objects by weight and volume, math boxes 10.2
LESSON 10.3 DAY 114	How can rectangular prisms be built having the same volume, but different dimensions?	4.2A.5.D.1,2,3	Lesson 10-3 To build rectangular prisms having the same volume but different dimensions.	Ongoing Assessment Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow-up Exploration -- find rectangular prisms of a given volume complete a body measure table Math boxed 10.3
Lesson 10.4 DAY 115	How are different scales used to weigh various objects?	4.5A.3,4	Lesson 10-4 To review metric and US customary units of weight; to examine different kinds of scales; read them	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Examine various types of scales, list objects that can be weighed with each scale, solve number stories, Math boxes 10.4
Lesson 10.5 DAY 116	What is the relationship between volume and weight?	4.1A.6 4.5B.1,2,4	Lesson 10-5-- To order objects by volume and to consider relationships between volume and weight.	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow-up Order four objects by weight and volume, solve number models containing parentheses, Math boxes 10.5
Lesson 10.6 DAY 117	What are the equivalencies between measurements of capacity?	4.2D.1,D.2	Lesson 10-6 To explore the concept of capacity and to learn equivalencies between measures of capacity	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up, discuss information on labels of food containers, Solve number stories and find products math boxes 10.6
Lesson 10.7 DAY 118	How is the median and the mean of a set of data determined?	4.2B.2 4.2B.2,D.3 4.4A.1 4.5B.1,2,4	Lesson 10-7 To introduce the mean of a set of data; and to review the median of a set of data.		Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up find the mean number of children, find the mean of egg clutches, Find median of a set of data, Math boxes 10.7
	same as day before			Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments	Mental math and relexes Ongoing learning and practice; differentiated instruction independent and small	Math message follow up find the Median arm span of the class, find the mean of the arm

Lesson 10.8 DAY 119		4.1A.1 4.2B.,D.3 4.4A.1,4.5B.1,2,4	Lesson 10-8 same as 10-7	Written Assessments Group Assessment	group activity	span of the class,find median and mean heights and arm spans practice mean, math boxes 10.8
Lesson 10.9 DAY 120	What significance do the memory keys on a calcul- ator have?	4.4A.2 4.5A.3,E.1,F.1,4	Lesson 109- To introduce the memory keys on a calculator		Mental math and reflexes Ongoing learning and prac- tice;differentiated instruction independent and small group activity	Math message follow up Add and subtract from numbers stored in memory, play memory addition/subtraction, solve problems with parentheses, math boxes 10.9
Lesson 10.10 DAY 121	How are frequency tables made and how are the mean, median and mode determined from that data?	4.2D.3 4.5A.3.F.1,4	Lesson 10-10 To make frequency tables; and to find the median, mean, and mode of a set of data	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and reflexes Ongoing learning and prac- tice;differentiated instruction independent and small group activity	Math message follow up Make a frequency table Find the median and the mean of the set of data Find mode, make a bar graph Math boxes 10.10
Lesson 10.11 DAY 122	How are points plotted on a coordinate grid?	4.2C.1 4.4D.1 4.5B.1,2,4	Lesson 10-11 To plot points on a coordiante grid		Mental math and reflexes Independent and small group instruction	Math boxes 10.11 Plot points on a graph
Lesson 10.12 DAY 123, 124 and 125	Assess all skills taught in this chapter?		To review and assess children's progress on the material covered  in Unit 10	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and reflexes Ongoing learning and prac- tice;differentiated instruction independent and small group activity	Oral and slate review, written assessment alternate assess, Math boxes  10.12
Lesson 11.1 DAY 126	How is the vocabulary of certainty and uncertainty used to predict probability?	4.1A.4 4.4A.1B.1 4.5A.5.B.1,2,3,D.3,6E.2	Lesson 11-1 To introduce the vocabulary of certainty and uncertainty		Mental math and reflexes Ongoing learning and prac- tice;differentiated instruction independent and small group activity	math message follow-up Introduce words and phrases associated with chance events Know certain and uncertain events; Math boxes 11.1
Lesson 11.2 DAY 127	How is collecting, tabulating and interpreting experi- mental data used to deter- mine probabilitiy of an event?	4.1A.4 4.4A.2B.2 4.5B.1,2	Lesson 11-2 To collect, tabulate and interpret experimental data	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and reflexes Ongoing learning and prac- tice;differentiated instruction independent and small group activity	math message follow-up Perform a pattern-block experiment discuss experiment results read and fill in number lines Math boxes 11.2
Lesson 11.3 DAY 128	How can one develop intuition about equally likely events?	4.4A.2B.2 4.5B.1,2	Lesson 11-3 To develop intuition about equally likely events	Ongoing Assessment Oral and slate assessments Written Assessments Group Assessment	Mental math and reflexes Ongoing learning and prac- tice;differentiated instruction independent and small group activity	Math message follow-up conduct and analyze a coin toss experiment Math boxes 11.3
Lesson 11.4	Can collecting and interpret	4.4A.2B.2	Lesson 11-4	Ongoing Assessment	Mental math and reflexes	

DAY 128	ting data from experiments prove outcomes that are equally likely and not equally likely?	4.5B.4	To collect and interpret data from experiments with outcomes that are equally likely and not equally likely. Lesson 11-5	Kid Watching Portfolio Items  Oral and slate assessments Written Assessments Group Assessment	Ongoing learning and practice; differentiated instruction independent and small group activity	math message follow-up demonstrate how to make and use a spinner conduct "equally likely" and "not equally likely spinner experiments Math boxes 11.4
Lesson 11.5 DAY 129	How can visual models represent the likelihood of outcomes?	4.4A.1B.1	To represent the likelihood of outcomes with visual models	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and reflexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow-up design spinners to match given descriptions complete parentheses puzzles
Lesson 11.6 DAY 130	How can predictions be made based on outcomes?	4.4A.1A.2, B.1, 2 4.5A.2, 3B.1, 2, 4	Lesson 11-6 To make predictions based on outcomes and to construct	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and reflexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow-up Math boxes 11.6
Lesson 11.7 DAY 131	How can one efficiently analyze and organize survey data?	4.4A.1.A.2 4.5A.2, 3B.1, 2, 4	situations meeting given conditions. Lesson 11-7 To organize and analyze survey	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and reflexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow-up organize and analyze survey data on hand preference predict the number of left handed teachers at your school. Math boxes 11.7
Lesson 11.8 DAY 132	What is the correct method to read and interpret a line graph /bar graph?	4.3C.1 4.4A.1, 2 4.5A.2C.2, 3D.2F.1	data. Lesson 11-8 To read and interpret a line graph  and bar graph	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and reflexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow- up. Discuss the length of day unit. Math boxes 11,8
Lesson 11.9 DAY 133	What is a valid method for organizing, graphing and interpreting data?	4.3C.1 4.4A.1B.2 4.5A.2C.2, 3D.2E.2, 3F.1	Lesson 11-9 To organize, graph, and interpret data	Ongoing Assessment Kid Watching Portfolio Items Oral and slate assessments Written Assessments Group Assessment	Mental math and reflexes Ongoing learning and practice; differentiated instruction independent and small group activity	Math message follow up Math boxes 11.9
Lesson 11.10 DAY 134	Assess all skills taught in this chapter?	4.2A.1	Lesson 11-10 to review and assess children's progress on the material  covered in Unit 11	Unit 11 Test Slate and Oral Assessment	Teacher assessment	oral and alate assessments written assessments  math boxes 11.10