**4th Grade Math Pacing Guide 2018-2019**

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| **DATES** | **CONCEPT** | **I CAN!s** | **STANDARDS** | **FOCUS DOMAINS** |
| 8/27-9/14/18(14 days) | Place Value to Add, Subtract & CompareWhole Number Operations | 4.14.2 | 4 NBT 1-34 NBT 4 | NUMBERS IN BASE TEN |
|
| 9/17-10/12/18(19 days) | Place Value & Multiplication with ModelingExpanded Form | 4.74.5 | 4 NBT 54 OA 1-3 |
| **Milestone #1 Window 10/22-11/5/18 I CAN!s: 4.1, 4.2, 4.5, 4.7****Data Day 11/13/2018** |
| 10/15-11/7/18(18 days) | Multiplication, Area Models & EstimatingComparing & Ordering Numbers | 4.54.64.7 | 4 OA 1-24 OA 34 NBT 5,6 | OPERATIONS & ALGEBRAIC THINKING |
| 11/8-12/14/18(20 days) | Factors & MultiplesPrime & Composite NumbersNumber Patterns | 4.34.4 | 4 OA 44 OA 5 |
| 1/7-1/25/19(12 days) | Adding & Subtracting FractionsFraction EquivalenceComparing Fractions | 4.94.8 | 4 NF 24 NF 1 | NUMBER & OPERATIONS: FRACTIONS |
| 1/28-2/22/19(20 days) | Multi-step Problems with FractionsMultiplying Fractions | 4.10 | 4 NF 3, 4 |
| **Milestone #2 (1/14-1/25/18) I CAN!s: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7****Data Day 2/15/2019** |
| 2/25-3/15/19(15 days) | Fraction & Decimal RelationshipsComparing Decimals | 4.114.12 | 4 NF 5-7(4 G 1-3) | MEASUREMENT & DATA |
| **Milestone #3 Window (3/18-3/29/19) I CAN!s: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12****Data Day 4/5/2019** |
| 3/18-4/4/19(14 days) | Angles, Triangles, Point, LinesSymmetryCircles & Quadrilaterals | 4.134.12 | 4 MD 5-7(4 G 1-3) |  |
| 4/8-4/26/19(10 days) | Length, Volume & MeasurementArea & Perimeter | 4.144.15 | 4 MD 44 MD 1-3 |
| 4/29-5/11/19 | **CAASPP Prep & Testing** |
| 5/13-6/13/19(23 days) | **I CAN! Review****Onramp to Next Grade****Demonstration of Mastery** |

4th Grade Math I CAN!s and CAN I?s

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|  | **I CAN!s** | **CAN I?s** |
| 4.1 | I CAN use my understanding of place value to represent, round and compare multi-digit whole numbers. | * Name the digits in a multi-digit whole number?
* Explain how a digit in the ones place represents 10 times the number on its right?
* Write numbers in expanded form using place value?
* Use the symbols <, > and = to compare numbers?
* Know the rules of rounding for estimating numbers?
 |
| 4.2 | I CAN add and subtract numbers within 1,000,000. | * Model adding and subtracting using base ten blocks?
* Explain how to regroup numbers?
* Know the vocabulary that means “add”?
* Know the vocabulary that means “subtract”?
* Use place value to apply the adding and subtracting algorithms?
 |
| 4.3 | I CAN determine factor pairs and multiples for the numbers 1-100 and tell whether a number is prime or composite.*(additional or supporting I CAN)* | * Explain the difference between a prime and composite number?
* Explain the difference between factors and multiples?
* Write a whole number as a multiplication problem of its factors?
* Fluently say my multiplication facts to 12?
* List all of the prime numbers between 1 and 100?
 |
| 4.4 | I CAN create and analyze patterns to identify features of the pattern to follow a math rule. | * See patterns in the real-world?
* Describe math patterns using math language?
* Identify odd numbers and even numbers?
* Write a math pattern?
* Create a math rule such as “add 3” or subtract 4”?
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| 4.5 | I CAN use addition, subtraction, multiplication and division with whole numbers to estimate and solve problems and explain the solution with words and models. | * Translate math equations into verbal statements?
* Describe multiplication equations as a comparison of numbers?
* Use drawings to show multiplication comparisons?
* Know the difference between comparing multiplication problems and addition problems?
* Solve real-world problems using multiplicative comparisons?
 |
| 4.6 | I CAN use what I know about the four operations to solve for an unknown value represented by a letter. | * Write equations with an unknown value using a letter?
* Solve real-word problems using multiplication and division?
* Solve real-world problems using addition and subtraction?
* Interpret math problems that involve remainders?
* Use mental estimation to check answers?
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| 4.7 | I CAN use place value understanding and properties of operations to add, subtract, multiply and divide multi-digit whole numbers. | * Add and subtract numbers within 1,000,000 using the algorithm?
* Find whole number quotients with remainders?
* Use rectangular area models to illustrate multiplication?
* Use arrays to model my understanding of multiplication?
* Explain the relationship between multiplication and division?
 |
| 4.8 | I CAN compare, order, and understand equivalence of fractions with different numerators and denominators. | * Use fraction models to show fraction value?
* Explain that a fraction a/a is equal to one whole?
* Show how two fractions can be equal even when the parts are different sizes?
* Create a fraction that is equal to another fraction but has different numbers?
* Recognize equivalent fractions?
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| 4.9 | I CAN use what I know about adding fractions to decompose fractions, add fractions with mixed numbers that have like denominators and model my answer. | * Use the symbols >, < and = to compare fractions and justify the reasoning?
* Name and locate benchmark fractions on a number line?
* Create common denominators and numerators with benchmark fractions?
* Create a visual fraction model?
* Know when fraction comparisons are valid only when they refer to the same whole?
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| 4.10 | I CAN use unit fractions to multiply fractions and model my answer. | * Explain the difference between a fraction and a whole number?
* Fluently use multiplication facts to 12?
* Name the numerator and denominator of fractions?
* Write a fraction with a numerator greater than 1 as a sum of two fractions?
* Write a whole number as a fraction?
 |
| 4.11 | I CAN use decimals to represent and model fractions with denominators of 10 and 100 and reason about their size with models and words. | * Use mental math to multiply by 10?
* Create an equivalent fraction by multiplying the number by 10/10 to add two fractions?
* Change fractions with denominator of 10 or 100 into a decimal? Ex. 62/100 is equal to 0.62
* Compare decimals to hundredths?
* Use the symbols >, < and = to compare decimals and justify the reasoning?
 |
| 4.12 | I CAN draw and name lines and angles, classify shapes by properties of their lines or angles and identify lines of symmetry in figures.*(additional or supporting I CAN)* | * Define and draw geometric vocabulary: point, line, segment, ray, parallel lines and perpendicular lines?
* Draw, identify and measure angles: right, acute & obtuse?
* Classify two-dimensional figures and identify right triangles?
* Define and locate lines of symmetry?
* Explain how parallel and perpendicular lines define a figure?
 |
| 4.13 | I CAN understand concepts of angles, draw angles and measure angles using tools.*(additional or supporting I CAN)* | * Draw an angle by connecting two rays at an endpoint?
* Measure and draw an angle using a protractor and name the size using degrees?
* Describe how an angle is related to a the total angle measurement of a circle (360 degrees)?
* Solve addition and subtraction problems to find unknown angles on a diagram?
* Explain how angle measure can be additive, the whole of one angle is the sum of its parts?
 |
| 4.14 | I CAN represent and interpret data measured in fractions by making a line plot to display the data.*(additional or supporting I CAN)* | * Collect data to create a data set?
* Use a line plot to display measurement data in fraction form?
* Interpret the meaning of data displayed in a line plot?
* Identify data in the real-world and justify the findings?
* Explain how data can be used to solve real-world scenarios?
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| 4.15 | I CAN solve problems involving measurement and know how to change measurement from a larger unit to a smaller unit.*(additional or supporting I CAN)* | * Know relative sizes of measurement units: km, m, cm, kg, g, lb, oz, l, ml, hr, min, sec?
* Record measurement equivalents in a two-column table?
* Use four operations to solve real-world measurement problems?
* Represent measurement quantities using diagrams?
* Apply area & perimeter to measurement problems using formulas?
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**Standards of Mathematical Practice (SMPs)**

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| #1 Make sense of problems and persevere in solving them. |  #5 Use appropriate tools strategically. |
| #2 Reason abstractly and quantitatively. |  #6 Attend to precision. |
| #3 Construct viable arguments & critique the reasoning of others. |  #7 Look for and make use of structure. |
|  #4 Model with mathematics. |  #8 Look for and express regularity in repeated reasoning. |