Sumter County Intermediate School

"Motivated, Visionary, Problem-Solvers"

SCIS Fourth Grade Math Curriculum Map			
1st 9 Weeks	**2nd 9 Weeks**	**3rd 9 Weeks**	**4th 9 Weeks**
Whole Numbers: Place Value, Comparison, Addition and Subtraction	**Whole Numbers: Addition and Subtraction**	**Operations: Multiplications, Division and Algebraic Thinking**	
MGSE4.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. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	**MGSE4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations,	**MGSE4.OA.A.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	

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MGSE4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. **MGSE4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.	rectangular arrays, and/or area models. **MGSE4.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. **MGSE4.OA.1** Understand that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity. a. Interpret a multiplication equation as a comparison e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many	**MGSE4.NBT.5** Multiply a 1-digit whole number by a 2- to 4-digit whole number using strategies based on place value and properties of operations. **MGSE4.NBT.5** Multiply two 2-digit whole numbers using various strategies	

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	as 5. b. Represent verbal statements of multiplicative comparisons as multiplication equations. **MGSE4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.		

4th Grade Math Pacing Guide
3rd Nine Weeks

	Grade Level Lesson/ Standard	Focus Skill	Lesson	Assessment Naming Convention for Infinite Campus Type Underlined Name in IC	Days for Lesson/ Assessment Completion	Date
	Wednesday, January 12, 2022 I Ready Math Growth Check					
				Formative/Quiz		
Unit 2: Operations: Multiplication, Division, and Algebraic Thinking	**3.OA.A.1**	**3.OA.A.1**	**Lesson 4 Understand the Meaning of Multiplication**	**Lesson 4 CC A (Meaning of Multiplication 3rd)**	**5 Days**	**Week 11 January 10-14**
	Monday, January 17, 2022 MLK Holiday **Tentative - i-Ready Math/Reading Diagnostic**					
				Formative/Daily Assignment		
	3.OA.A, B.5, C.7	**3.OA.A, B.5, C.7**	**Lesson 5 Multiply with 0,1,2,5, & 10**	**Lesson 5 i Ready Multiples of 0 & 1 (1/19)** **Lesson 5 i Ready Multiples of 5 & 10 (1/21)**	**4 Days**	**Week 12 January 17-21**
				Formative/Daily Assignment		
	3.OA.A, B.5, C.7	**3.OA.A, B.5, C.7**	**Lesson 6 Multiply with 3, 4, and 6** **Lesson 7 Multiply with 7, 8 and 9**	**Lesson 6 i Ready Multiplying by 2, 3 & 4 (1/26)** **Lesson 8 i Ready Multiples of 8 (1/28)**	**5 Days**	**Week 13 January 24-28**
	MULTIPLICATION 3RD SUMMATIVE **Tuesday, February 1, 2022**					
				Formative/Daily Assignment		

4th Grade Math Pacing Guide
3rd Nine Weeks

	4.OA.B.4	4.OA.B.4	Lesson 8 Multiple and Factors	W2W WITYT about Multiples and Factors	5 Days	Week 14 January 31-Feb. 4

	Friday, February 11, 2022 ½ Day/Parent Conferences					
				Formative/Quiz		
	4.OA.A.1	4.OA.A.1	Lesson 6 Understand Multiplication as a Comparison	Lesson 6 CC A (Understand Multiplication as a Comparison 4th)	4 Days	Week 15 Feb. 7-Feb. 11
Unit 2: Operations: Multiplication, Division, and Algebraic Thinking	3. NBT. A. 3	3. NBT. A. 3	Lesson 9 Use Place Value to Multiply Lesson 11 Multiply One Digit Numbers		5 Days	Week 16 Feb. 14-18
	Monday, February 21, 2022 Mid Winter Break					
				Formative/Quiz		
	4.NBT.B.5	4.NBT.B.5	Lesson 11 Multiply One Digit Numbers	Lesson 11 CC A (Multiply One-Digit Numbers 4th)	4 Days	Week 17 Feb. 21-25
				Formative/Quiz		
	4.NBT.B.5	4.NBT.B.5	Lesson 12 Multiply by Two-Digit Numbers	Lesson 12 CC A (Multiply by Two-Digit Numbers 4th)	5 Days	Week 18 Feb. 28- Mar.4

4th Grade Math Pacing Guide
3rd Nine Weeks

	UNIT 2 MULTIPLICATION 4TH SUMMATIVE Thursday, March 10, 2022					
			Review		5 Days	Week 19 Mar. 7-11
	MUSICAL CHAIRS PROJECT SUMMATIVE Ready Common Core Mathematics INSTRUCTION pg. 110 Friday, March 11, 2022					
						Week 20 Mar. 14-

___th Grade Math Pacing Guide
3rd Nine Weeks

	Grade Level Lesson/ Standard	Focus Skill	Lesson	Assessment Naming Convention for Infinite Campus <u>Type Underlined Name in IC</u>	Days for Lesson/ Assessment Completion	Date
<u>Unit 1</u>					6 Days	Week 11 October 18- 22
				Formative		
					5 Days	Week 12 October 25-29
				Formative		
					4 Days	Week 13 Nov. 1- 5
				Formative		
					5 Days	Week 14 Nov. 8- 12
			<u>Unit 1 Mid-Unit Check Point ???</u>			

<u>Unit 1</u>					4 Days	Week 15 Nov. 15- 19
				Formative		
					5 Days	Week 16 Nov. 29- Dec.3
					5 Days	Week 17

						Dec. 6- 10
					5 Days	**Week 18** **Dec. 13- 17**
			<u>Unit 1</u> **Summative**			

Grading Inventory Document
Grading Period Quarter 3

School: **Sumter County Intermediate School**

Teacher:

Grade Level(s): **4th**

Course(s)/Subject(s): **Math**

Name of Graded Item	Type of Graded Item (assignment, task, quiz, test, project, other, etc.)	Standards Covered by Item	Focus Skills Covered by Item	How Graded Items was Completed (individual, partner, group)	Mode of completion (synchronous, asynchronous)	Number and percentage of students who passed the item			
						DATE	(Teacher)	(Teacher)	(Teacher)
Lesson 4 CC A (Meaning of Multiplication 3rd)	**Quiz**	**3.OA.A.1**	**3.OA.A.1**	**Individual**	**Synchronous**	**1/14/22**			
Possible RETEACH grade - Lesson 4 CC B (Meaning of Multiplication 3rd)		**3.OA.A.1**	**3.OA.A.1**	**Individual**	**Synchronous**				
3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.									
Lesson 5 i Ready Multiples of 0 & 1	**Daily Assignment**	**3.OA.A, B.5, C.7**	**3.OA.A, B.5, C.7**	**Individual**	**Synchronous**	**1/19/22**			
3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.									

Grading Inventory Document
Grading Period Quarter 3

3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) **3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 ÷ 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.									
Lesson 5 I Ready Multiples of 5 & 10	**Daily Assignment**	**3.OA.A, B.5, C.7**	**3.OA.A, B.5, C.7**	**Individual**	**Synchronous**	**1/21/22**			
3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **3.OA.B.5** Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) **3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 ÷ 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.									
Lesson 6 Iready Multiplying by 2, 3 &4	**Daily Assignment**	**3.OA.A, B.5, C.7**	**3.OA.A, B.5, C.7**	**Individual**	**Synchronous**	**1/26/22**			
4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.									

Grading Inventory Document

Grading Period Quarter 3

Lesson 8 I ready Multiples of 8	**Daily Assignment**	**3.OA.A, B.5, C.7**	**3.OA.A, B.5, C.7**	**Individual**		**1/28/22**			
4.NBT.B.5									
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.									
W2W WITYT about Multiples and Factors	**Daily Assignment**	**4.OA.B.4**	**4.OA.B.4**	**Individual**	**Synchronous**	**2/04/22**			
4.NBT.B.5									
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.									
Lesson 6 CC A (Understand Multiplication as a Comparison 4th)	**Quiz**	**4.OA.A.1**	**4.OA.A.1**	**Individual**	**Synchronous**	**2/10/22**			
Possible RETEACH grade - Lesson 6 CC B (Understand Multiplication as a Comparison 4th)		**4.OA.A.1**	**4.OA.A.1**	**Individual**	**Synchronous**				
4.OA.A.1									
Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.									
Lesson 11 CC A (Multiply	**Quiz**	**4.NBT.B.5**	**4.NBT.B.5**	**Individual**	**Synchronous**	**2/25/22**			

Grading Inventory Document
Grading Period Quarter 3

One-Digit Numbers 4th)									
Possible RETEACH grade - Lesson 11 CC B (Multiply One-Digit Numbers 4th)		**4.NBT.B.5**	**4.NBT.B.5**	**Individual**	**Synchronous**				
4.NBT.B.5									
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.									
Lesson 12 CC A (Multiply by Two-Digit Numbers 4th)	**Quiz**	**4.NBT.B.5**	**4.NBT.B.5**	**Individual**	**Synchronous**	**3/04/22**			
Possible RETEACH grade - Lesson 12 CC B (Multiply by Two-Digit Numbers 4th)		**4.NBT.B.5**	**4.NBT.B.5**	**Individual**	**Synchronous**				
4.NBT.B.5									
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.									
Unit 2 Multiplication Summative	**Summative**	**4.NBT.B.5, 4.OA.A.1, 4.OA.B.4**	**4.NBT.B.5, 4.OA.A.1, 4.OA.B.4**	**Individual**	**Synchronous**	**3/10/22**			
4.NBT.B.5									
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.									
4.OA.A.1									
Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.									

Grading Inventory Document
Grading Period Quarter 3

4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.									
MUSICAL CHAIRS PROJECT SUMMATIVE	**Summative**	**4.NBT.B.5, 4.OA.A.1, 4.OA.B.4**	**4.NBT.B.5, 4.OA.A.1, 4.OA.B.4**	**Individual**	**Synchronous**	**3/11/22**			
4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.									
4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.									
4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.									

Questions:

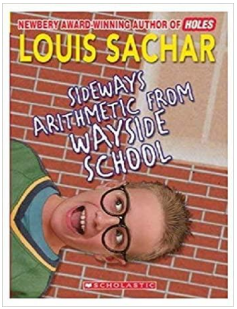
1. **What was the most frequently graded item type?**
2. **Does the most frequently graded item include any Focus Skills? If so, how many?**
3. **Does the most frequently graded item include any Focus Skills not covered in the current Nine Weeks Expectations or Curriculum Maps? If so, how many?**

Books to Order about Math for 4th grade Math Team

We will use these Chapter Books to incorporate reading in our lessons. The read aloud books are math related.

Order 10 of each book
(for teachers only – ordering for future classrooms)

1.



Sideways Arithmetic From Wayside School

by Louis Sachar

Amazon
Paperback
$5.99

2.

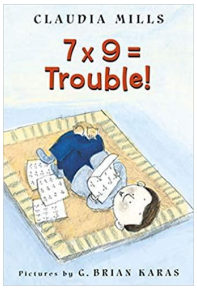
More Sideways Arithmetic From Wayside School

by Louis Sachar

Amazon
Paperback

$6.99

3.

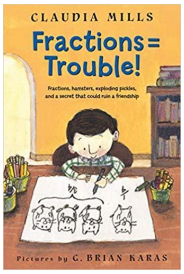


7 x 9 = Trouble!

by Claudia Mills

Amazon
Paperback
$7.99

4.



Fractions = Trouble!

by Claudia Mills

Amazon
Paperback
$6.49

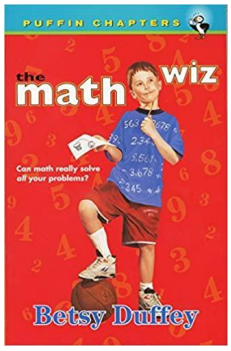
5.

The Candy Corn Contest (The Kids of the Polk Street School)

by Patricia Reilly Giff

Amazon
Paperback
$5.99

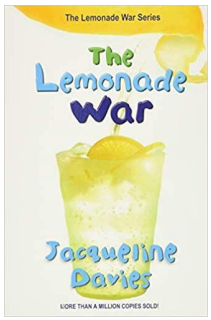
6.



The Math Wiz

by Betsy Duffey
Amazon
Paperback
$4.99

7.



The Lemonade War

By Jacqueline Davies

Amazon
Paperback
$5.99