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| **Teacher Name: 4th grade** | **Course Name: Math – Unit 2 Module 3** | **Quarter: First** |
| **SMART Goal: Decrease the number of level 1’s and 2’s by 20%.**  |
| Essential Learning Skills:1. Analyze text or data strategically for: understanding, connections, structures, essential information, and annotation 3. Develop, use, and align common language in Vocabulary 4. Organize information/See relationships, patterns/Use Models of Organization/Plan 9. Apply background and content knowledge to skills/Demonstrate 10. Think critically and creatively/Strategize/Problem Solve (multi-step)  |  |
| **Date Range** *(two week intervals):*  |
| **Unit Name** | **Content Learning Targets** *(with standards coding if applicable)* | **Skills Learning Targets Derived from the Standards** *(include standards coding)*  |
| Module 3: Multi-Digit Multiplication and Division | 4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given 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.4.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, rectangular arrays, and/or area models | I can find all factor pairs for a whole number from 1 to 100. I can recognize that a whole number is a multiple of each of its factors. I can find whether a whole number from 1 to 100 is a multiple of a given one-digit number. I can determine whether a whole number up to 100 is a prime or composite number.I can multiple a whole number up to four digits by a one-digit whole number. I can multiply two two-digit numbers. I can illustrate and explain how to multiply larger numbers by using equations, arrays or models. |
| **Core Vocabulary** | **Check-In** *(this column is to note how and when you will assess these learning targets—please note* ***CFAs*** *and* ***summative****)* | **Resources/texts used by teacher** *(and include several across quarter for families/students)* |
| See Module 3 | Check –In after lessons 22-25, 4-6 (Topic F & B) | Module 3 ResourcesWorksheetsiPad apps |
| **Date Range** *(two week intervals):*  |
| **Unit Name** | **Content Learning Targets** *(with standards coding if applicable)* | **Skills Learning Targets Derived from the Standards** *(include standards coding)*  |
| Module 3: Multi-Digit Multiplication and Division | 4.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, rectangular arrays, and/or area models | I can multiple a whole number up to four digits by a one-digit whole number. I can multiply two two-digit numbers. I can illustrate and explain how to multiply larger numbers by using equations, arrays or models. |
| **Core Vocabulary** | **Check-In** *(this column is to note how and when you will assess these learning targets—please note* ***CFAs*** *and* ***summative****)* | **Resources/texts used by teacher** *(and include several across quarter for families/students)* |
| See Module 3 | Check-In after lessons 7-13 (Topic C & D) | Module 3 ResourcesWorksheetsiPad apps |
| **Date Range** *(two week intervals):*  |
| **Unit Name** | **Content Learning Targets** *(with standards coding if applicable)* | **Skills Learning Targets Derived from the Standards** *(include standards coding)*  |
| Module 3: Multi-Digit Multiplication and Division | 4.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, rectangular arrays, and/or area models | I can multiple a whole number up to four digits by a one-digit whole number. I can multiply two two-digit numbers. I can illustrate and explain how to multiply larger numbers by using equations, arrays or models. |
| **Core Vocabulary** | **Check-In** *(this column is to note how and when you will assess these learning targets—please note* ***CFAs*** *and* ***summative****)* | **Resources/texts used by teacher** *(and include several across quarter for families/students)* |
| See Module 3 | Check-In after lessons 34-38 (Topic H) | Module 3 ResourcesWorksheetsiPad apps |
| **Date Range** *(two week intervals):*  |
| **Unit Name** | **Content Learning Targets** *(with standards coding if applicable)* | **Skills Learning Targets Derived from the Standards** *(include standards coding)*  |
| Module 3: Multi-Digit Multiplication and Division | 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. I can illustrate and explain how to divide larger numbers by using equations, arrays or models. |
| **Core Vocabulary** | **Check-In** *(this column is to note how and when you will assess these learning targets—please note* ***CFAs*** *and* ***summative****)* | **Resources/texts used by teacher** *(and include several across quarter for families/students)* |
| See Module 3 | Check-In after lessons 14-21 (Topic E) | Module 3 ResourcesWorksheetsiPad apps |
| **Date Range** *(two week intervals):*  |
| **Unit Name** | **Content Learning Targets** *(with standards coding if applicable)* | **Skills Learning Targets Derived from the Standards** *(include standards coding)*  |
| Module 3: Multi-Digit Multiplication and Division | 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | I can find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. I can illustrate and explain how to divide larger numbers by using equations, arrays or models. |
| **Core Vocabulary** | **Check-In** *(this column is to note how and when you will assess these learning targets—please note* ***CFAs*** *and* ***summative****)* | **Resources/texts used by teacher** *(and include several across quarter for families/students)* |
| See Module 3 | Check-In after lessons 26-33 (Topic G) | Module 3 ResourcesWorksheetsiPad apps |
| **Date Range** *(two week intervals):*  |
| **Unit Name** | **Content Learning Targets** *(with standards coding if applicable)* | **Skills Learning Targets Derived from the Standards** *(include standards coding)*  |
| Module 3: Multi-Digit Multiplication and Division | 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. | I can use what I know about area and perimeter to solve real world problems involving rectangles. |
| **Core Vocabulary** | **Check-In** *(this column is to note how and when you will assess these learning targets—please note* ***CFAs*** *and* ***summative****)* | **Resources/texts used by teacher** *(and include several across quarter for families/students)* |
| See Module 3 | Check-In after lessons 1-3 (Topic A)\*\*\*Quarterly BM | Module 3 ResourcesWorksheetsiPad apps |