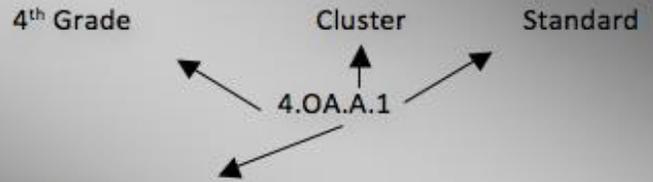


Campbell County Schools
2nd Nine Weeks at-a-Glance
4th Grade Math

Mathematical Practices:

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

Common Core Coding Explanation



Domain:

- OA: Operations and Algebraic Thinking
- NBT: Number and Operations in Base Ten
- NF: Numbers and Operations in Fractions
- MD: Measurement and Data
- G: Geometry

Common Core State Standard	Aligned Textbook Lessons/Activities
Division – Suggested 25 Days	
<p>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.</p>	
<p>4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p>	
<p>4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations,</p>	

<p>including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	
<p>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of pattern that were not explicit in the rule itself. <i>For example, given the rule “Add3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i></p>	
<p>4.NBT.A.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. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> ¹Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.</p>	
<p>4.NBT.B.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</p>	
<p>4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole- number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers</p>	

<p>using mental computation and estimation strategies including rounding</p>	
<p>4.MD.A.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.</p>	

Equivalent Fractions – Suggested 20 days

<p>4.NF.A.1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. ¹ Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.</p>	
<p>4.NF.A.2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p>	