

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Daily Tasks www.everydaymathonline.com	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas Vocabulary/ Vocab Activity Activities Activities II	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool MAP Site Reading Differentiation K-5	Technology 50 Ideas Resources- Text, sites,...
1 - 2	4.NBT.5 I can explain the concept of multiplication and the vocabulary words related to it.	Introduce multiplication by using parts of Everyday Math Lessons 3-2 and 3-3. Complete multiplication facts table focusing on patterns that are found throughout. Teach students how to use fact triangles stressing important vocabulary and fact families. Antonetti Activity - Your Way Day Students discover their own method for solving a problem, and then compare and contrast their answer or method with someone else's to use meta-cognition to identify similarities and differences.	Thoughtful education vocabulary chart will be used to teach new vocabulary words. Learning with others - Students will teach their problem solving method to a partner who worked the problem differently. Novelty and Variety - This is an activity that students have never participated in before, a novel way of learning. Authenticity - A real-world word problem will be what they discover a method for. This connects to a real life situation. Personal Response - as long as students can justify their method and the answer is correct, there can be different correct methods.	Factor Product Multiple Square Number	Formative Assessment: Pre-Test students by having them solve 5 multiplication Problems (1 digit by 1 digit, 1 by 2, 1 by 3, 1 by 4, and 2 digit by 2 digits). Summative Assessment - This material will be assessed on a Flashback Friday quiz and a unit test.	Tier 2 - These students will be pulled in order to work on skills needed according to the formative assessment. Tier 3 - These students will be pulled by Para educators or special needs teachers for 20 minutes of intervention time. They will also get a different homework assignment.	Inter-Write slate and computer will be used to check class work and homework.

3	<p>4.NBT.5 I can multiply a multi-digit number by a one-digit whole number (using partial products method).</p> <p>4.OA.3 I can write equations using a variable to represent how to find the solution to a one-step word problem using multiplication.</p>	<p>Illuminations lesson - Multiply and Conquer http://illuminations.nctm.org/LessonDetail.aspx?id=L858</p> <p>Everyday Math Lesson 5-5 - Demonstrating the partial products algorithm for one-digit multipliers</p> <p>Everyday Math - Student Practice page 43</p>		<p>Students will use the Student Reference Book as a reference to read about the Partial Products algorithm to help them complete class and partner work.</p>	<p><u>Formative Assessment</u> - Journal page 43</p> <p><u>Summative Assessment</u> - This material will be assessed on a Flashback Friday quiz and a unit test.</p>	<p>Tier 3 - These students will be pulled by Para educators or special needs teachers for 20 minutes of intervention time. They will also get differentiated homework.</p> <p>Tier 2 - These students will be pulled in order to work on skills needed according to the formative assessment from the previous day.</p> <p>Gifted - These students will be pulled for 20 minutes of enrichment time with Mrs. Wade. They will also have a more challenging homework assignment.</p>	<p>Illuminations - Rectangle Multiplication http://nlvm.usu.edu/en/nav/frames_asid_192_g_2_t_1.html?from=grade_g_2.html</p> <p>Inter-Write slate and computer will be used to check class work and homework.</p>

<p>4</p>	<p>4.NBT.5 I can multiply a two-digit whole number by a two-digit whole number (using partial products method). 4.OA.3 I can write equations using a variable to represent how to find the solution to a one-step word problem using multiplication.</p>	<p>Problem of the Day - Math Message 5-5 Everyday Math Lesson 5-6 - Extending the partial products algorithm to two-digit multipliers Student Journal page 122-123 problems 1-3 Student Practice page 44</p>	<p>This lesson is Novelty and Variety due to the fact that students are being introduced to a method they have never seen before. It is also learning with others because they will be helping teach their partners who have misunderstandings of the method.</p>	<p>Students will use the Student Reference Book as a reference to read about the Partial Products algorithm to help them complete class and partner work.</p>	<p><u>Formative Assessment</u> - Journal pages 122-123 problems 1-3 <u>Summative Assessment</u> - This material will be assessed on a Flashback Friday quiz and a unit test.</p>	<p>Tier 3 - These students will be pulled by Para educators or special needs teachers for 20 minutes of intervention time. They will also get a different homework assignment. Tier 2 - These student will be pulled in order to work on skills needed according to the formative assessment. Gifted - These students will be pulled for 20 minutes of enrichment time with Mrs. Wade. They will also have a different homework assignment.</p>	<p>Calculators will be used for students to check their homework assignments independently Inter-Write slate and computer will be used to check class work and homework.</p>

5	<p>4.NBT.5 I can multiply a multi-digit number by a one-digit whole number (using lattice method).</p> <p>4.OA.3 I can write equations using a variable to represent how to find the solution to a one-step word problem using multiplication.</p>	<p>Everyday Math Lesson 5-7 - Lattice Method of Multiplying</p> <p>Problem of the Day - Students will fill in missing numbers of a completed problem done with today's method; they will justify their answers based on their thinking.</p> <p>Students will learn a new method to solving multiplication problems and practice this method with an assigned partner using grid paper to show their work. They will also play Multiplication Top-It to review basic facts.</p>	<p>Novelty and Variety - Students will be solving a puzzle-like problem for Problem of the Day in which they have never participated. Discovery learning.</p> <p>Personal response - Students will have different ways of explaining their answers, there can be more than one right answer.</p> <p>Authenticity - Students will write in their math journals about how they may use multiplication in a job in which they get to choose.</p> <p>Identifying similarities and differences will be used when students share their thinking for how they chose to fill in the blanks.</p>	<p>Students will use the Student Reference Book as a reference to read about the Partial Products algorithm to help them complete class and partner work.</p> <p>Students will also be writing an entry in their math journals about multiplication and how it may help them in their futures.</p>	<p><u>Formative Assessment</u> - Journal pages 124-125</p> <p><u>Summative Assessment</u> - This material will be assessed on a Flashback Friday quiz and a unit test.</p>	<p>Tier 3 - These students will be pulled by Para educators or special needs teachers for 20 minutes of intervention time. They will also get a different homework assignment.</p> <p>Tier 2 - These students will be pulled in order to work on skills needed according to the formative assessment from yesterday's lesson.</p> <p>Gifted - These students will be pulled for 20 minutes of enrichment time with Mrs. Wade. They will also work on Everyday math Project 5 during tier 2 and 3 time. They will also have a different homework assignment.</p>	<p>Calculators will be used for students to check their homework assignments independently</p> <p>Inter-Write slate and computer will be used to check class work and homework.</p> <p>GT students may use classroom computers to do research for any information they need to complete Everyday Math Project 5.</p>
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6	<p>4.NBT.5</p> <p>I can multiply a two-digit whole number by a two-digit whole number (using lattice method).</p> <p>4.OA.3</p> <p>I can write equations using a variable to represent how to find the solution to a one-step word problem using multiplication.</p>	<p>Everyday Math Lesson 5.8 – Big Numbers</p> <p>Problem of the Day - Which Doesn't Belong?</p> <p>Anotnetti personal response activity.</p> <p>Activity - Students will learn out to write large numbers and place value for millions, and billions. They will also do investigations to see how much a million and billion really is. They will do partner work during class.</p>	<p>Personal Response:</p> <p>The Problem of the Day will be a personal response activity in which students will be given 3 large numbers and will tell which one doesn't belong and justify their answer. There is no correct answer and each student should have a different answer.</p> <p>Authenticity - Class work will present real world problems for solving.</p>	<p>How Much is a Million? picture book will be used with this lesson.</p>	<p><u>Formative Assessment</u> - Journal pages 127, # 1-3</p> <p><u>Summative Assessment</u> - This material will be assessed on a Flashback Friday quiz and a unit test.</p>	<p>Tier 3 - These students will be pulled by Para educators or special needs teachers for 20 minutes of intervention time. They will also get a different homework assignment.</p> <p>Tier 2 - These students will work on the Everyday Math readiness activity during tier 2-time in a small group.</p> <p>Gifted - These students will be</p>	<p>Calculators will be used for students to check their homework assignments independently</p> <p>Inter-Write slate and computer will be used to check class work and homework.</p> <p>GT students may use classroom computers to</p>

						<p>pulled for 20 minutes of enrichment time with Mrs. Wade. They will also work on Everyday math Project 5 during tier 2 and 3 time. They will also have a different homework assignment.</p> <p>*All students will play "High Number Toss" as a way to practice using large numbers.</p>	<p>do research for any information they need to complete Everyday Math Project 5.</p>
7	<p>4.NBT.5 I can multiply a multi-digit whole number by a one-digit whole number (using traditional method).</p> <p>I can multiply two two-digit numbers (using traditional method).</p> <p>4.OA.3 I can write equations using a variable to represent how to find the solution to a one-step word problem using multiplication.</p>						

<p>8</p>	<p>4.NBT.5 I can multiply a multi-digit whole number by a one-digit whole number (using traditional method). I can multiply two two-digit numbers (using traditional method). 4.OA.3 I can write equations using a variable to represent how to find the solution to a one-step word problem using multiplication.</p>	<p>Review for test by using centers based on learning styles and ability.</p> <p>The following vocabulary will be reviewed in a center: Factor Product Multiple</p>	<p>The following engaging qualities are present in the lesson: Student choice: students will get to choose which centers they go to as long as they make a tic tac toe on their game board. Each center will also have two choices of activities to do within the center as well. Learning with others: students will participate in a variety of group and partner activities within the centers. Novel and Variety: This activity is new to students and has only been done 3 times before in math class. There are also a variety of new activities to choose from as well. Authenticity: Students will relate concepts to real life by reflecting on the centers and telling which one was most effective through opinion writing</p>	<p>A literacy center will be an option for students in which they will read a book on division; some books are fiction, some are not. They will answer questions about the elements of the book. Students will also have the choice to write their own story about division as well.</p>	<p>Formative Assessment: Students will be assessed formatively through their Tic Tac Math boards as well as their reflection paragraphs. Summative Assessment: All concepts review within centers will be assessed on Unit 4 Test.</p>	<p>Students will choose three centers to complete for the day. They may choose which centers they participate in as long as they complete a Tic Tac Toe for the day. All different ability levels and learning styles are represented in the centers.</p>	<p>iPads will be used in the technology center as well as student calculators.</p>

9	<p>4.NBT.5 I can multiply a multi-digit whole number by a one-digit whole number (using traditional method). I can multiply two two-digit numbers (using traditional method).</p> <p>4.OA.3 I can write equations using a variable to represent how to find the solution to a one-step word problem using multiplication.</p>	<p>Unit 4 Test, short answers, and Extended Response</p>				<p>Students with accommodations will be pulled with Mr. Guthrie, Mrs. Hall, or Mrs. Perkins to get accommodations they qualify for.</p>	
10	<p>4.NBT.5 4.OA.3</p>	<p>Going over a Test Student Tool and Test Corrections We will go over the test and students will see which questions they have wrong and get chances to ask questions. They will then make corrections. - Students will see how well they did on each learning target by coloring the question numbers green for correct, and red for incorrect. Parent Signatures will be required on test in order to assure proper communication at home.</p>					

Unit Topic: Multiplication and Word Problems

Content: Math

Grade: 4

Date: Aug-Sept