# CAR Unit Template

## Unit Title: Mathematics – Building Fractions & Decimal Notation – Unit 3 – Module B

**Grade level: Grade 4**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed):

 **4.NF.C.5** Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*

 **4.NF.C.6** Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters;*  *locate 0.62 on a number line diagram.*

 **4.NF.C.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <.

 **4.MD.A.1** Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; *l*, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table* *for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*

 **4.MD.A.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

 **4.NBT.B.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.

 **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 using mental computation and estimation strategies including rounding.

**Key**: Major Cluster Supporting Cluster Additional Cluster

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT****We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **4.NF.C.5 – WALT** express a fraction with denominator of 10 as an equivalent fraction that has a denominator of 100 |  |  |  |  |
| **4.NF.C.5 – WALT** add two fractions, one with a denominator of 10 and one with a denominator of 100, by writing each fraction as a fraction with denominator 100\*\* |  |  |  |  |
| **4.NF.C.6 – WALT** use decimal notation for fractions with denominators 10 or 100 \*\* |  |  |  |  |
| **4.NF.C.7 – WALT** compare two decimals to hundredths by reasoning about their size. |  |  |  |  |
| **4.NF.C.7 – WALT** recognize that comparisons are valid only when the two decimals refer to the same whole and to record the results of comparisons with the symbols >, =, or < |  |  |  |  |
| **4.MD.A.1 – WALT** know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; *l*, ml; hr, min, sec. |  |  |  |  |
| **4.MD.A.1 – WALT** express measurements in larger units in terms of a smaller unit within a single system of measurement |  |  |  |  |
| **4.MD.A.1 – WALT** record measurement equivalents in a two-column table\*\* |  |  |  |  |
| **4.MD.A.2 – WALT** solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, using the four operations |  |  |  |  |
| **4.MD.A.2 – WALT** solve word problems involving measurement that includes simple fractions or decimals, using the four operations |  |  |  |  |
| **4.MD.A.2 – WALT** solve word problems that require expressing measurements given in a larger unit in terms of a smaller unit, using the four operations |  |  |  |  |
| **4.MD.A.2 – WALT** represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale |  |  |  |  |
| **4.NBT.B.4 – WALT** add multi-digit whole numbers using the standard algorithm, working towards accuracy and efficiency |  |  |  |  |
| **4.NBT.B.4 – WALT** subtract multi-digit whole numbers using the standard algorithm, working towards accuracy and efficiency |  |  |  |  |
| **4.OA.A.3 – WALT** solve multi-step whole number word problems that have whole number answers, including problems in which remainders must be interpreted |  |  |  |  |
| **4.OA.A.3 – WALT** represent these problems using equations with a letter standing for the unknown quantity |  |  |  |  |
| **4.OA.A.3 – WALT** assess the reasonableness of answers using mental computation, estimation strategies, and rounding |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections**  |
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Benchmark Assessment 2

| **Benchmark Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment**  | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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