

UNITS OF STUDY	STANDARDS, BENCHMARKS, GLCES OR HSCES	BIG IDEAS / KEY CONCEPTS	ASSESSMENTS		LEARNING STRATEGIES <i>Skills</i>	CONTENT ACTIVITIES <i>Knowledge</i>	VOCABULARY	INSTRUCTIONAL RESOURCES
			FOR LEARNING <i>(Formative)</i>	OF LEARNING <i>(Summative)</i>				
	DATA AND PROBABILITY							
UNIT 1 Represent and Solve Problems for Given Data <i>2 – 3 weeks</i>	D.RE.04.01 Construct tables and bar graphs from given data.	Constructing Bar Graphs	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Develop classroom bar graphs Read pictographs and bar graphs Make own bar graphs	Demonstrate ability to interpret data and graph	Bar Graph Key Line Plot Pictograph	Scott Foresman Textbook Chapter 1 Lesson 1 & 8 Base 10 Blocks Investigations: Shape of Data Inv. 1 Session 1 Inv. 2 Session 1 & 2
	D.RE.04.02 Order a given set of data, find the median, and specify the range of values.	Central Tendencies Of Data	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Find median, mode, and range	Recognize median, mode, and range using graphs	Median Mode Range Scale	Scott Foresman Textbook Chapter 1 Lesson 10
	D.RE.04.03 Solve problems using data presented in tables and bar graphs, e.g., compare data represented in two bar graphs and read bar graphs showing two data sets.	Interpreting Data	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Use data from class graphs to compare to data from other graphs, including story problems	Use class graphs and other graphs to show data, read, interpret, and compare central tendencies of graphs	Estimate Collect Interpret Organize Data Predict Lowest Highest Landmark Range Mode Median	Scott Foresman Textbook Chapter 1 Lessons 1, 6, 7, 8, 10, 12 Ten Minute Math p. 63 from Packages/Groups Changes Over Time Computer Icon Data Explorer Investigations * Chapter 1, Lesson 11 is not a GLCE, but it may be completed in science for interpreting data
	NUMBERS AND OPERATIONS							
UNIT 2 Understand and use Number Notation and Place Value <i>2 – 3 weeks</i>	N.ME.04.01 Read and write numbers to 1,000,000; relate them to the quantities they represent; compare and order.	Compare and Order Numbers	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Compare numbers to find the greater one Order a group of numbers Read and write number to thousands and millions	Transfer from standard form to number form Transfer from number form to standard form	Compare Greater Than More Than Less Than Equal to Expanded Form Standard Form Order Place Value Estimate Round	Scott Foresman Textbook Chapter 2 Lessons 1, 3, 5, 6 Investigations: Hundred Charts Math Blaster Base 10 Blocks <u>How Much Is a Million?</u> by David Schwartz <u>If The World Were A Village</u> by David Smith Place Value of Large Numbers (video from DMC)

	N.ME.04.02 Compose and decompose numbers using place value to 1,000,000's e.g., 25,068 is 2 ten thousand, 5 thousands, 0 hundreds, 6 tens, and 8 ones.	Place Value	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Represent values in different forms and ways	Use standard form, expanded form, and number words to express a value	Place Value Column Rows Reasonable Logical Mental Math Charts	Scott Foresman Textbook Chapter 2 Lessons 1 & 3
	N. ME.04.03 Understand the magnitude of numbers up to 1,000,000; recognize the place values of numbers and the relationship of each place value to the place to its right, e.g., 1,000 is 10 hundreds.	Number Relationships	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Explain value of underlined digit Explain place value of digit	Recognize value of digits Recognize value of digit's place value	Compare Greater Than More Than Less Than Equal to Expanded Form Standard Form Order Place Value Estimate Round	Scott Foresman Textbook Chapter 2 Lessons 2, 5, 6, 7
UNIT 3 Add and Subtract Whole Numbers	N.FL.04.08 Add and subtract whole numbers fluently.	Addition and Subtraction of Whole Numbers	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Add three and four numbers together Choose calculation method Find patterns in addition and subtraction Use mental math, estimate sums and differences	Fluent computation and application of addition and subtraction of whole numbers	Addend Sum Subtrahend Difference Estimate Exact Regroup Carry Borrow Trade Pattern Design Rotate Calculation	Scott Foresman Textbook Chapter 3 Lessons 1 – 11 & 15
UNIT 4 Use Factors and Multiples Multiply and Divide Whole Numbers	N.ME.04.04 Find all factors of any whole number through 50, list factor pairs, and determine if a one-digit number is a factor of a given whole number.	Factors And Factor Pairs	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Identify whole number factors Recognize whole number factors	List factor pairs Know fact families	Array Multiple Factors Row-Column Patterns Skip Counting	Scott Foresman Textbook Chapter 4 Lessons 8 & 9 Investigations: Arrays and Shares Inv. 2 Session s1 & 2 Landmarks in the Thousands Inv. 2
	N.ME.04.05 List the first ten multiples of a given one-digit whole number; determine if a whole number is a multiple of a given one-digit whole number.	Multiples	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Recognize multiples of whole numbers List multiples of whole number	Apply the skill of identifying multiples by listing them and determining them	Multiples	Scott Foresman Textbook Chapter 4 Lesson 5

	<p>N.MR.04.06 Know that some numbers including 2, 3, 5, 7, and 11 have exactly two factors (1 and the number itself) and are called prime numbers.</p>	<p>Prime and Composite Numbers</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Identify and recognize prime numbers Identify and recognize composite numbers</p>	<p>Write prime numbers, and tell the difference between composite and prime numbers</p>	<p>Prime Composite</p>	<p>Scott Foresman Textbook Chapter 4 Lesson 14 Investigations: Packages and Groups Inv. 1 Sessions 1 & 2</p>
	<p>N.MR.04.07 Use factors and multiples to compose and decompose whole numbers.</p>	<p>Fact Families Factors And Multiples</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Multiply to find products and identify factors</p>	<p>Know that when grouping of factors is changed, the product remains the same</p>	<p>Compose Decompose Grouping Property</p>	<p>Investigations: Packages and Groups Inv. 2 & 3 Investigations: Arrays and Shares Inv. 1 Sessions 1 & 2</p>
	<p>N.ME.04.09 Multiply two-digit numbers by 2, 3, 4, and 5 using the distributive property, e.g., $21 \times 3 = (1 + 20) \times 3 = (1 \times 3) + (20 \times 3) = 3 + 60 = 63$.</p>	<p>Properties of Multiplication</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Understand and apply grouping property to solve problems</p>	<p>Know that when grouping of factors is changed, the product remains the same Understand the distributive property</p>	<p>Distributive Property Multiple Product Factors</p>	<p>Scott Foresman Textbook Chapter 5 Lesson 11 Investigations: Packages and Groups Inv. 2 & 3</p>
	<p>N.FL.04.10 Multiply fluently any whole number by a one-digit number and a three-digit number by a two-digit number; for a two-digit by one-digit multiplication use distributive property to develop meaning for the algorithm.</p>	<p>Multiplication of Multiple Digits</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Practice in multiplying</p>	<p>Apply distributive property; demonstrate knowledge of use Must know all multiplication facts</p>	<p>Multiple Product Factors Algorithm</p>	<p>Scott Foresman Textbook Chapter 6 Lessons 2 – 7 and 9 Investigations: Arrays and Shares Inv. 1 & 2 Investigations: Packages and Groups Inv. 2 & 3 Investigations: Landmark in the Thousand Inv. 2</p>
	<p>N.FL.04.11 Divide numbers up to four-digits by one-digit numbers and by 10.</p>	<p>Long Division</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Practice in dividing with knowledge of multiplication and subtraction</p>	<p>Know how to set up and perform operations of division</p>	<p>Remainder Quotient Divisor Dividend</p>	<p>Scott Foresman Textbook Chapter 7 Lesson 1, 3 – 11 Chapter 12 Lesson 3 Investigations: Arrays and Shares Inv. 3 Sessions 2 – 4 Investigations: Packages and Groups Inv. 3</p>
	<p>N.FL.04.12 Find the value of the unknowns in equations such as $a / 10 = 25$; $125 / b = 25$.</p>	<p>Algebraic Equations</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Use knowledge of inverse operations</p>	<p>Apply inverse operations</p>	<p>Variable</p>	<p>Scott Foresman Textbook Chapter 4 Lessons 3 & 12 (mult) Chapter 7 Lesson 1 (divide) Chapter 10 Lesson 12 Investigations: Arrays and Shares Inv. 2 Sessions 1 & 2 Hands On Equations</p>

	N.MR.04.13 Use the relationship between multiplication and division to simplify computations and check results.	Fact Families	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Performing multiplication and division operations to check answers	Understand inverse operations Show knowledge of multiplication and division facts	Fact Families Inverse Operations	Scott Foresman Textbook Chapter 4 Lesson 12 Investigations: Arrays and Shares Inv. 3 Sessions 7 & 8
	N.MR.04.14 Solve contextual problems involving whole number multiplication and division.	Problem Solving	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Application of appropriate operation	Ability to understand the problem	Analyze Data	Scott Foresman Textbook Chapter 6 Lessons 6 – 8 Chapter 7 Lesson 9 Investigations: Packages and Groups Inv. 2
	N.FL.04.34 Estimate the answers to calculation involving addition, subtraction, or multiplication.	Estimation	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Rounding techniques to show place value to the nearest 10, 100, and 1,000	Display of number sense	Estimation Greater Than Less Than	Scott Foresman Textbook Chapter 3 Lesson 3 Chapter 5 Lesson 3 Chapter 6 Lesson 2 Chapter 7 Lesson 2
	N.FL.04.35 Know when approximation is appropriate and use it to check the reasonableness of answers; be familiar with common place-value errors in calculations. (throughout school year)	Approximation	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Know when to estimate to check correctness of answer	Know how to estimate (over & under)	Over Estimate Under Estimate	Throughout school year
	N.FL.04.36 Make appropriate estimations and calculations fluently with whole numbers using mental math strategies. (throughout school year)	Fluent Calculations	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Practice performing operations mentally	Show understanding of number sense	Mental Math Calculations Patterns	Scott Foresman Textbook Chapter 3 Lessons 10 Chapter 5 Lesson 10 Chapter 6 Lesson 1 Investigations: Throughout many

	MEASUREMENT							
<p>UNIT 5 Measure using common tools and appropriate Units</p>	<p>M.UN.04.01 Measure using common tools and select appropriate units of measure.</p>	<p>Measurement Tools</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Discuss appropriate measurement tools to use in solving a real world problem or situation Distinguish difference between customary and metric units</p>	<p>Knowledge of tools of measure such as rulers, clocks, thermometers, measuring cups, and scales</p>	<p>Minute Second Hour Day Month Year Decade Century Fahrenheit Celsius Inch Foot Yard Mile Millimeter Centimeter Decimeter Meter Kilometer Gram Kilogram Liter Metric Ton Cup Pint Quart Gallon Teaspoon Tablespoon Ounce Pound Ton</p>	<p>Scott Foresman Textbook Chapter 9 Lesson 12 Chapter 10 Lessons 8 – 10 Chapter 11 Lessons 10 - 16 Investigations: Money, Miles, Large Numbers</p>
	<p>M.PS.04.02 Give answers to a reasonable degree of precision in the context of a given problem.</p>	<p>Reasonable Answers</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Practice estimation and vocabulary from M.UN.04.01</p>	<p>Show understanding of estimation along with appropriate vocabulary</p>	<p>Vocabulary from M.UN.04.01</p>	<p>Scott Foresman Textbook Chapter 9 Lesson 12 Chapter 10 Lessons 9 Chapter 11 Lessons 10 Investigations: Money, Miles, Large Numbers</p>
	<p>M.UN.04.03 Measure and compare integer temperature in degrees.</p>	<p>Temperature Readings</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Demonstrate how to read and interpret the temperature on a thermometer Distinguish between Fahrenheit and Celsius</p>	<p>Recognize difference between Fahrenheit and Celsius Know the symbols °F and °C Know freezing and boiling points in Fahrenheit and Celsius</p>	<p>Degrees Negative Freezing Boiling Fahrenheit Celsius</p>	<p>Scott Foresman Textbook Chapter 11 Lesson 15</p>
	<p>M.TE.04.04 Measure surface area of cubes and rectangular prisms by covering counting area of the faces.</p>	<p>Surface Area</p>	<p>Daily Classwork Teacher Observations</p>	<p>Unit Completion Assessment End-of-Year Assessment</p>	<p>Measure and compute surface area of cubes and rectangular prisms Practice algorithm $l \times w = A$ of one side of a rectangular prism</p>	<p>Know formula for area of rectangular prisms: $l \times w = A$</p>	<p>Area Faces Cube Rectangular Prism Length Width Vertices</p>	<p>Scott Foresman Textbook Chapter 8 Lessons 1 & 12 Investigations: Sunken Ships Inv. 2 Sessions 6 - 9</p>

	M.TE.04.05 Carry out the following conversions from one unit of measure to a larger or smaller unit of measure; meters to centimeters, kilograms to grams, liters to milliliters, hours to minutes, minutes to seconds, years to months, weeks to days, feet to inches, ounces to pounds (using numbers that involve only simple calculations).	Converting Measurements	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Reinforce multiplication and division use	Understand relationships of measurement tools, and use of multiplication and division facts	Vocabulary from M.UN.04.01	Scott Foresman Textbook Chapter 9 Lesson 13 Chapter 10 Lesson 10 Chapter 11 Lessons 10 - 14
	GEOMETRY							
UNIT 6 Understand Perpendicular Shapes and their components, and solve problems	G.GS.04.01 Identify and draw perpendicular, parallel, and intersecting lines using a ruler and a tool or object with a square (90°) corner.	Parallel and Perpendicular Lines	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Find intersecting, parallel, and perpendicular lines	Know how to identify intersecting, parallel, and perpendicular lines	Parallel Intersecting Perpendicular Square	Scott Foresman Textbook Chapter 8 Lesson 7
Identify basic Geometric Shapes and their components, and solve problems	G.GS.04.02 Identify basic geometric shapes including isosceles, equilateral, and right triangles, and use their properties to solve problems.	Geometric Shapes	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Explore different triangles	Ability to measure sides of triangles and understand associated vocabulary	Equilateral Triangle Right Triangle Isosceles Triangle	Scott Foresman Textbook Chapter 8 Lesson 3
	G.SR.04.03 Identify and count the faces, edges, and vertices of basic three-dimensional geometric solids including cubes, rectangular prisms, and pyramids; describe the shape of their faces.	Three-dimensional Figures	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Explore different solid figures: cubes, rectangular prisms, and pyramids	Be able to describe a three-dimensional figure based on the shape of its faces Know the difference between three-dimensional figures Distinguish between parts of the figures: faces, edges, and vertices	Faces Edges Vertices Cube Prism Pyramid	Scott Foresman Textbook Chapter 8 Lesson 1 Investigations: Seeing Solids and Silhouettes Inv. 2 Session 5
	G.TR.04.04 Recognize plane figures that have line symmetry.	Plane Figures And Symmetry	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Explore lines of symmetry using different examples	Identify the line symmetry of plane figures	Symmetry Identical	Scott Foresman Textbook Chapter 8 Lesson 9 Investigations: Sunken Ships Inv. 2 Sessions 2 & 3 Investigations: Mathematical Thinking Inv. 4 Sessions All

	G.TR.04.05 Recognize rigid motion transformations (flips, slides, turns) of a two-dimensional object.	Transformations	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Explore congruent figures as they make transformations	Ability to recognize flips, slides, and turns of plane figures	Flip Turn Slide Transformation	Scott Foresman Textbook Chapter 8 Lesson 5 Investigations: Sunken Ships Inv. 2 Sessions 4 - 9
Use Perimeter and Area Formulas	M.TE.04.06 Know and understand the formulas for perimeter and area of a square and a rectangle; calculate the perimeters and areas of these shapes and combinations of these shapes using the formulas.	Geometry Formulas	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Explore perimeter as distance around an object	Ability to calculate the perimeter and area of squares and rectangles	Perimeter Area	Scott Foresman Textbook Chapter 8 Lessons 11, 12 & 14 Investigations: Sunken Ships Inv. 2 Sessions 6 - 9
	M.TE.04.07 Find one dimension of a rectangle given the other dimension and its perimeter or area.	Area and Perimeter Formulas	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Find the area of rectangles along with the perimeter of the rectangle	Determine the dimension of a rectangle based on its perimeter or area	Dimension Perimeter Area	Scott Foresman Textbook Chapter 8 Lessons 11, 12 & 14 Investigations: Sunken Ships Inv. 2 Sessions 6 - 9
	M.TE.04.08 Find the side of a square given its perimeter or area.	Area and Perimeter Formulas	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Explain the algorithm for the area of a rectangle: $l \times w = A$, and perimeter of a rectangle: $a + b + c + d = P$	Calculate the side of a square with the perimeter or area provided	Square Rectangle Dimension Perimeter Area	Scott Foresman Textbook Chapter 8 Lessons 11, 12 & 14 Investigations: Sunken Ships Inv. 2 Sessions 6 - 9
	M.PS.04.09 Solve contextual problems about perimeter and area of squares and rectangles in compound shapes.	Problem Solving With Perimeter and Area	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Solve problems using formulas	Identify and find perimeters and areas of squares and rectangles in real world shapes and applications	Formulas	Scott Foresman Textbook Chapter 8 Lessons 11, 12 & 14 Investigations: Sunken Ships Inv. 2 Sessions 6 - 9
	M.TE.04.10 Identify right angles and compare angles to right angles.	Classification of Angles	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Use tools such as an angle ruler or protractor to identify right angles	Demonstrate an understanding of right angles	Obtuse Angle Acute Angle Right Angle	Scott Foresman Textbook Chapter 8 Lesson 4 Investigations: Sunken Ships Inv. 2 Sessions 5

	NUMBERS AND OPERATIONS							
UNIT 7 Add and Subtract Fractions	N.MR.04.27 Add and subtract fractions less than 1 with denominators through 12 and/or 100, in cases where the denominators are equal or when one denominator is a multiple of the other, e.g., $1/12 + 5/12 = 6/12$; $1/6 + 5/12 = 7/12$; $3/10 - 23/100 = 7/100$.	Add and Subtract Fractions	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Use multiplication to find common denominators	Display knowledge of multiples Show understanding of fractions, numerators, denominators, and equivalent fractions	Factor Denominator Multiple Greater Than Less Than	Scott Foresman Textbook Chapter 10 Lesson 1 - 7 Investigations: Different Shapes / Equal Pieces Inv. 1 & 2
	N.MR.04.28 Solve contextual problems involving sums and differences for fractions where one denominator is a multiple of the other (denominators 2 through 12, and 100).	Problem Solving With Fractions	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Use multiplication to find common denominators	Display knowledge of multiples Show understanding of fractions, numerators, denominators, and equivalent fractions	Factor Denominator Multiple Greater Than Less Than	Scott Foresman Textbook Chapter 10 Lesson 1 - 7 Investigations: Different Shapes / Equal Pieces Inv. 1 & 2
	N.MR.04.29 Find the value of an unknown in equations such as $1/8 + x = 5/8$ or $3/4 - y = 1/2$.	Solving for Unknown Values	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Use fraction strips as a resource for demonstrations	Show knowledge of substitution of fractions when solving for an unknown variable	Value Variable	Supplemental materials needed
	N.MR.04.30 Multiply fractions by whole numbers, using repeated addition and area or array models.	Multiplying Fractions by Whole Numbers	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Demonstrate multiplication with repeated addition, dimensions, and arrays	Ability to utilize repeated addition to show multiplication, creating an array model to show multiplication, and understanding area as related to multiplication	Array Model	Supplemental materials needed Scott Foresman Textbook 5th Grade Chapter 9 Lesson 7
UNIT 7 Read, interpret and compare Decimal Fractions	N.ME.04.15 Read and interpret decimals up to two decimal places; relate to money and place value decomposition.	Decimals	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Use Base 10 Blocks as a resources for demonstrations	Name decimals to hundredths position Identify amounts of money based on hundredths	Tenths Hundredths Decimal Point Grid	Scott Foresman Textbook Chapter 11 Lessons 1 & 2 Chapter 7 Lesson 11 Investigations: Money, Miles and Large Numbers Inv. 1 & 2

	N.ME.04.16 Know that terminating decimals represents fractions whose denominators are 10, 10 x 10, 10 x 10 x 10, etc., e.g., powers of 10.	Decimal and Fraction Representations	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Show that terminating decimals are fractions that are tenths, hundredths, and thousandths	Identify one-tenths, one-hundredths, and one-thousandths as terminating decimals	Hundredths Tenth	Scott Foresman Textbook Chapter 11 Lesson 6 Investigations: Money, Miles and Large Numbers Inv. 1 & 2
	N.ME.04.17 Locate tenths and hundredths on a number line.	Decimals on the Number Line	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Use a number line to locate and show tenths and hundredths	Locate decimals on a number line	Hundredths Tenth	Scott Foresman Textbook Chapter 11 Lessons 1 & 4 Investigations: Money, Miles and Large Numbers Inv. 1 & 2
	N.ME.04.18 Read, write, interpret, and compare decimals up to two decimal places.	Comparing Decimals	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Compare decimals to the hundredths position using greater than and less than	Proficiency at reading, writing, and comparing decimals to the hundredths	Hundredths Tenth	Scott Foresman Textbook Chapter 11 Lesson 4 Investigations: Money, Miles, and Large Numbers Inv. 1 & 2
	N.MR.04.19 Write tenths and hundredths in decimal and fraction forms, and know the decimal equivalents for halves and fourths.	Decimal and Fraction Equivalence	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Move from decimal to fraction representations	Ability to recognize decimal equivalents to fractions; one-half, one-fourth, one-tenth, and one-hundredths	Hundredths Tenth	Scott Foresman Textbook Chapter 11 Lesson 6 Investigations: Money, Miles and Large Numbers Inv. 1 & 2
	N.ME.04.20 Understand fractions as parts of a set of objects.	Part / Whole	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Demonstrate fractions as parts of wholes using object sets	Know that fractions are representations of parts and wholes	Fraction Benchmark Numerator Denominator Fraction Strip	Scott Foresman Textbook Chapter 9 Lessons 1 – 3 & 10 Investigations: 3 Out of 4 Like Spaghetti Inv. 7 Investigations: Different Shapes / Equal Pieces
	N.MR.04.21 Explain why equivalent fractions are equal, using models such as fraction strips or the number line for fractions with denominators of 12 or less, or equal to 100.	Equivalent Fractions	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Display examples of equivalent fractions and explain why they are equivalent based on parts of wholes	Identify and create equivalent fractions using the Identity of One (2/2, 3/3, 4/4)	Equivalent Numerator Denominator Factor Multiple	Scott Foresman Textbook Chapter 9 Lessons 6 – 9 Chapter 10 Lesson 2 Chapter 11 Lesson 1 Investigations: 3 out of 4 Like Spaghetti Inv. 7 Investigations: Different Shapes / Equal Pieces Inv. 1 - 3 Investigations: 3 Out of 4 Like Spaghetti Inv. 1

	N.MR.04.22 Locate fractions with denominators of 12 or less on the number line; include mixed numbers.	Fractions On the Number Line	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Determine and explain location of fractions on the number line	Find fractions on the number line Create own number line and place fractions correctly	Mixed Numbers Improper Fractions Denominator Numerator	Scott Foresman Textbook Chapter 9 Lessons 4 & 6 Investigations: Different Shapes / Equal Pieces Inv. 1 - 3
	N.MR.04.23 Understand the relationships among halves, fourths, and eighths and among thirds, sixths, and twelfths.	Fractional Parts	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Use fraction strips, circles (pies), rectangles, and other figures to show halves, thirds, fourths, sixths, eighths, and twelfths	Show knowledge of relationships between halves, fourths, and eighths, as well as, thirds, sixths, and twelfths	Simplest Form Factor	Scott Foresman Textbook Chapter 9 Lessons 6 – 9 Chapter 10 Lessons 1 & 2 Investigations: Different Shapes / Equal Pieces Inv. 1 - 3
	N.ME.04.24 Know that fractions of the form m/n where m is greater than n , are greater than 1 and are called improper fractions; locate improper fractions on the number line.	Improper Fractions	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Explain concept of improper fractions, and locate on a number line	Recognize improper fractions and know the meaning / significance of an improper fraction	Mixed Numbers Improper Fractions	Scott Foresman Textbook Chapter 9 Lesson 4 Investigations: Different Shapes / Equal Pieces Inv. 3
	N.MR.04.25 Write improper fractions as mixed numbers, and understand that a mixed number represents the number of “wholes” and the part of a whole remaining, e.g., $5/4 = 1 + 1/4 = 1 \frac{1}{4}$.	Mixed Numbers	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Transfer improper fractions to mixed numbers; emphasizing the whole representation and the part remaining	Show ability to rewrite improper fractions as mixed numbers, and mixed numbers as improper fractions	Mixed Numbers Improper Fractions	Scott Foresman Textbook Chapter 9 Lesson 4 Investigations: Different Shapes / Equal Pieces Inv. 3
	N.MR.04.26 Compare and order up to three fractions with denominators 2, 4, and 8, and 3, 6, and 12, including improper fractions and mixed numbers.	Compare and Order Fractions	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Organize fractions (standard, improper, and mixed numbers)	Compare and order standard and improper fractions, and mixed numbers on a number line	Fraction Strip	Scott Foresman Textbook Chapter 9 Lesson 9 Investigations: Different Shapes / Equal Pieces Inv. 3
UNIT 8 Add and Subtract Decimal Fractions	N.MR.04.31 For problems that use addition and subtraction of decimals through hundredths, represent with mathematical statements and solve.	Decimal Statements	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Write mathematical problems with decimals up to hundredths	Display ability to add and subtract decimals to the hundredths position	Mathematical Statements Solutions	Scott Foresman Textbook Chapter 7 Lesson 9 Investigations: Money, Miles, and Large Numbers Inv. 1 & 2

	N.FL.04.32 Add and subtract decimals through hundredths.	Add and Subtract Decimals	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Practice adding and subtracting decimals through hundredths; emphasizing the need to line up of the decimal points before solving	Demonstrate accurate calculations of adding and subtracting decimals	Decimal Point Place Value Tenths Hundredths	Scott Foresman Textbook Chapter 7 Lesson 9 Investigations: Money, Miles, and Large Numbers Inv. 1 & 2
Multiply and Divide Decimal Fractions	N.FL.04.33 Multiply and divide decimals up to two decimal places by a one-digit whole number where the results is a terminating decimal, e.g. $0.42 / 3 = 0.14$, but not $5 / 3 = 1.6$ (repeating).	Decimal Operations	Daily Classwork Teacher Observations	Unit Completion Assessment End-of-Year Assessment	Practice multiplying and dividing decimals to the hundredths; emphasizing the placement of the decimal point in the answer Identify repeating decimals	Demonstrate accurate calculations of multiplying and dividing decimals	Repeating Decimals	Supplemental materials needed