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Resources Provided by NC Department of Public Instruction (NCDPI):

Quick Reference Guide for NC Standard Course of Study	NC Standard Course of Study (4th grade math only)	EOG Test Specifications	Released EOG	NCTest Released Items (online practice)
		Unpacking Document	NC Check-Ins 2.0 Information	4th Grade Math Games

Additional Resources:

Tools4NCTeachers	NC2ML Instructional Framework	Standards for Mathematical Practice	
Math Lab Jeopardy	NC2ML Resources for Grades K-5	DESMOS Embed Code (Schoolnet users)	Exit Tickets Pacing Guide
Common Core Sheets- *- Many of these resources may be in alignment with the current NC Standard Course of Study, but please be sure to utilize ONLY those in direct alignment to the NCSCOS.*		Lesson Plan Template	Virtual Manipulatives

School Year at a Glance:

Domain/Cluster/Strand	Standards			
	1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
Number and Operations in Base Ten	NC.4.NBT.1, NC.4.NBT.2 NC.4.NBT.4, NC.4.NBT.7	NC.4.NBT.5, NC.4.NBT.6	NC.4.NBT.5	NC.4.NBT.4, NC.4.NBT.5, NC.4.NBT.6
Operations and Algebraic Thinking	NC.4.OA.1	NC.4.OA.3	NC.4.OA.3	NC.4.OA.3
Measurement and Data	NC.4.MD.3	NC.4.MD.4	NC.4.MD.4	NC.4.MD.6, NC.4.MD.8
Number and Operation - Fractions		NC.4.NF.1, NC.4.NF.2	NC.4.NF.3, NC.4.NF.4, NC.4.NF.6, NC.4.NF.7	NC.4.NF.1, NC.4.NF.2, NC.NF.7, NC.4.NF.3,

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				NC.4.NF.4, NC.4.NF.6
Geometry		NC.4.G.1	NC.4.G.2	NC.4.G.1, NC.4.G.2
NC Check-In 2.0 Standards Assessed	NC.4.OA.1, NC.4.NBT.2, NC.4.NBT.4, NC.4.NBT.7, NC.4.MD.3	NC.4.OA.3, NC.4.NBT.5, NC.4.NBT.6, NC.4.NF.1, NC.4.NF.2, NC. 4.G.1	NC.4.NBT.5, NC.4.NF.3, NC.4.NF.4, NC.4.NF.6, NC.4.NF7, NC.4.G.2, NC.4.MD.4	

Unit/Module Pacing: Quarter 1

Quarter 1 (45 Days)					
Number of Days	***Name of Unit - Module***	***Pre-Requisites***	***Standards***	***Academic Vocabulary***	***Instructional Resources***
Week 1 & 2 ***10 days***	***Place Value Understanding*** ***SAMPLE Lesson Plan***	**NC.4.NBT.1** Explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000. **NC.3.NBT.2** Add and subtract whole numbers up to and including 1,000. • Use estimation strategies to assess reasonableness of answers. • Model and explain how the relationship between addition	**NC.4.NBT.2** Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form. **NC.4.NBT.7** Compare two multi-digit numbers up to and including 100,000 based on the values of the digits in each place, using >, =, and < symbols to record the results of comparisons.	**NC.4.NBT.2** base ten, digit, expanded form, greater than, less than, place value, symbol, whole numbers. **NC.4.NBT.7** Compare, digit, multi-digit, symbol, greater than, less than, equal to (<, >, =) record, results	*Tools4NCTeachers (Building Math Mindset-Day 1 Opening Lesson, Day 2, Day 3, Day 4, Day 5)* *Virtual Manipulative Khan Academy* Instructional and Assessment Tasks Carolina Panther Controversy - NBT7 Instructional and Assessment Tasks Roll and Compare - NBT7

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		and subtraction can be applied to solve addition and subtraction problems. • Use expanded form to decompose numbers and then find sums and differences. **NC.3.NBT.3** Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90.			Instructional and Assessment Tasks Zoo Mania - NBT4, NBT7 Zoo Mania Teacher Slides Instructional and Assessment Tasks
Week 3 & 4 ***10 days***	***Adding and Subtracting Whole Numbers.***	**NC.3.NBT.2** Add and subtract whole numbers up to and including 1,000.	**NC.4.NBT.4** Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.	**NC.4.NBT.4** add, addition, sum, algorithm, digit, divide, division, operation, place value, standard algorithm, subtract, subtraction, difference whole numbers.	Addition Algorithm Lesson *Subtraction Strategies Lesson* *Virtual Manipulative Khan Academy* Addition Algorithm Lesson - NBT4 Instructional and Assessment Tasks Comparing Elevations - NBT4 Instructional and Assessment Tasks Subtraction Algorithm

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					Lesson - NBT4 Instructional and Assessment Tasks Destination NC - NBT4 Instructional and Assessment Tasks
Week 5 & 6 (10 days)	***Solving Comparisons***	**NC.4.OA.4** Find all factor pairs for whole numbers up to and including 50 to: • Recognize that a whole number is a multiple of each of its factors. • Determine whether a given whole number is a multiple of a given one-digit number. • Determine if the number is prime or composite. **NC.3.OA.1** For products of whole numbers with two factors up to and including 10: • Interpret the factors as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and	**NC.4.OA.4** Find all factor pairs for whole numbers up to and including 50 to: • Recognize that a whole number is a multiple of each of its factors. • Determine whether a given whole number is a multiple of a given one-digit number. • Determine if the number is prime or composite. **NC.4.OA.1** Interpret a multiplication equation as a comparison. Multiply or divide to solve word problems involving multiplicative comparisons using models and equations with a symbol for the unknown number. Distinguish multiplicative comparison from additive comparison.	**NC.4.OA.1** Compare, equation, operation, interpret, multiplication, multiply, times, divide.	*Virtual Manipulative* *Khan Academy* Grandmother's Cake Recipe - OA1 Grandmother's Cake Recipe Teacher Slides Soup Chef - OA1 Soup Chef Teacher Slides If You Hopped Like a Frog - OA1 If You Hopped Like a Frog Teacher Slides Selling Candy - OA1 Donuts and Pastries - OA1 Carowinds Comparison - OA1 Clothing Prices - OA1 Buying Music - OA1

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		applying the commutative and associative properties.			Canned Food Fundraiser - OA1
Week 7 ***5 days***	***Measurement:*** ***Area and Perimeter***	**NC.3.MD.5** Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares. **NC.3.MD.7** Relate area to the operations of multiplication and addition. • Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths. • Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems and represent whole-number products as rectangular areas in mathematical reasoning. • Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large	**NC.4.MD.3** Solve problems with area and perimeter. • Find areas of rectilinear figures with known side lengths. • Solve problems involving a fixed area and varying perimeters and a fixed perimeter and varying areas. • Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	**NC.4.MD.3** area, formula, length, perimeter, real-world problem, rectangle, rectilinear, side, solve, width	*Virtual Manipulative* Building a Dog Pen - MD3 Building a Dog Pen Teacher Slides Carpets - MD3 Spaghetti and Meatballs - MD3 Spaghetti and Meatballs Teacher Slides Putting Down Carpet - MD3 Perimeter Rectangle Problems - MD3 Perimeter Rectangle Problems Teacher Slides Area and Perimeter Activities - MD3 Designing Flower Beds - MD3 Equal Area and Perimeter Possibility - MD3 Equal Area and Perimeter Teacher Slides Area and Perimeter Exploration - MD3

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		rectangle is the sum of the two smaller rectangles. **NC.3.MD.8** Solve problems involving perimeters of polygons, including finding the perimeter. given the side lengths, and finding an unknown side length.			
Week 8 & 9 *10 days*	***Review standards previously taught in this unit. Assess for mastery and personalize reteaching through small group, 1:1 instruction, or practicing skills through stations/centers.***				

Daily Learning Targets:

Quarter 1		
Day #	**Daily Learning Target**	**How will the daily learning target be assessed?**
NC.4.NBT.1, NC.4.NBT.2 and NC.4.NBT.7 (Unit 1: Place Value Understanding)		
1	I can read and write multi-digit numbers in standard and word form. **NC.4.NBT.2**	Questions # 3 & 4 CFA-NBT.2, Build a Number - NBT2
2	I can write multi-digit numbers in standard and word form. **NC.4.NBT.2** ***SAMPLE LESSON PLAN***	Exit Ticket - NBT2- Question #4 & #5 , Exit Ticket - NBT2
3	I can read and write multi-digit numbers in expanded form. **NC.4.NBT.2**	Exit Ticket - NBT2- Question #3 , Quizizz 4.NBT.2
4	I can read and write multi-digit whole numbers in base ten form. **NC.4.NBT.2**	Exit Ticket - NBT2- Question #1 & 2/ Number Forms
5	I can explain that in a multi-digit whole number, a digit in one place represents 10 times as much as it represents in the place to its right, up to 100,000. **NC.4.NBT.1**	Exit Ticket- NBT.1
6	I can recognize place value relationships. **NC.4.NBT.7**	CFA-NBT.2 / ***Examining Place Value*** ***-cc sheets***

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7	I can compare the whole number through its place value. **NC.4.NBT.7**	Exit Ticket - NBT7
8	I can explain comparing whole numbers through place value.	Exit Ticket NBT7
9	Round multi-digit numbers up to the millions place.	Quizizz-Rounding to Millions Place
10	I can round whole numbers to the nearest 10, 100, 1000….	Quizizz-Rounding Whole Numbers
NC.4.NBT.4 (Unit 2: Adding and Subtracting Whole Numbers)		
11	I can fluently add multi-digit whole numbers up to one million.	Exit Ticket NBT.4
12-13	I can add numbers that involve regrouping.	***Adding 3-4 digit numbers - K5 Learning***
14	I can solve word problems using addition.	***Quick writes***
15	I can fluently subtract multi-digit whole numbers up to one million.	***NYS Common Core , 4 Digit minus 4 digit Subtraction***
16	I can use the standard algorithm to subtract numbers with zeros.	***Quizizz Subtracting Across Zeros***
17	I can subtract numbers that involve regrouping.	***Exit Ticket NBT.4 Questions 4 & 6***
18	I can solve word problems using addition and/or subtraction.	***Quick writes***
19	I can use rounding and place value to estimate the sum.	***NC.4.NBT.4 Filling the Auditorium (NCTOOLS) / Estimation Problem***
20	I can use rounding and place value to estimate the sum/ difference.	***Word problems***
NC.4.OA.4, NC.4.OA.1 (Unit 3: Solving Comparisons)		
21	I can find all factor pairs for a whole number between 1 and 100.	***Factors Worksheet***
22	I can show how a whole number is a multiple of each of its factors.	***Multiples Worksheet***
23	I can determine if a whole number between 1 and 100 is a multiple of a particular one digit number.	***Exit Ticket cfa-OA.1***
24	I can determine the numbers between 1-100 that are prime.	***Quizizz Prime Numbers***

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25	I can determine the numbers between 1-100 that are composite.	***Quizizz Prime & Composite***
26-27	I can write verbal statements about multiplicative comparisons as equations.	***Students will use a sticky note to write multiplicative comparison equations and a statement explaining.***
28	I can fluently use multiplication fact problems as comparisons of groups.	***Exit Ticket Question #3,4***
29	I can analyze two different sets of numbers being compared using multiplication.	***CFA-OA.1 (Questions 1,2,3)***
30	I can use arrays and partial products to multiply.	***Multiplying Using Arrays***
NC.4. MD.3 (Unit 4: *Measurement: Area and Perimeter)*		
31	I can solve real-world problems involving the perimeter of rectangles.	***Exit Ticket cfa-MD3 (Questions 1,2,4,6,7,8,10)***
32	I can solve real-world problems involving the area of rectangles.	***Exit Ticket cfa-MD3 (Questions 3,5,6,9,10)***
33	I can find the unknown length or width of a rectangle using a known area or perimeter.	***Exit Ticket MD3***
34	I can use the formulas given to find the area and perimeter of a rectangle.	***Schoolnet Exit Ticket MD3 - ID:5089037***
35	I can solve word problems for the unknown width and length of a rectangle using known area or perimeter.	***Exit Ticket SchoolNet MD3 - ID:5089043***
36-45	Review standards taught	

Unit/Module Pacing: Quarter 2

Quarter 2 (48 Days)					
Number of Days	***Name of Unit - Module***	***Pre-Requisites***	***Standards***	***Academic Vocabulary***	***Instructional Resources***
Week 1 & 2 9 days	**Multiplication and Place**	**NC.3.NBT.3** Use concrete and pictorial models,	**NC.4.NBT.5** Multiply a whole number of up	**NC.4.NBT.5** multiplication, whole	*Virtual Manipulative Khan Academy*

SAMPLE Lesson Plan	**Value**	based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10-90. **NC.3.OA.1** For products of whole numbers with two factors up to and including 10: • Interpret the factors as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties. **NC.3.OA.3** Represent, interpret, and solve one-step problems involving multiplication and division. • Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem. • Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem. **NC.3.OA.7** Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.	to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.	number, product, area model, partial products, properties of operations, area model, array/chart, Associative Property of Multiplication, Commutative Property of Multiplication	Multiplying 2-digit Numbers Beginning Lesson - NBT5 Multiplying 2-digit Numbers Beginning Lesson Teacher Slides Instructional and Assessment Tasks Exit Ticket - NBT5 One Hundred Hungry Ants - NBT5 Instructional and Assessment Tasks Strategies for Multiplying Multi-digit Numbers - NBT5 Instructional and Assessment Tasks Doubling & Halving - NBT5 Instructional and Assessment Tasks Error Analysis - NBT5 Instructional and Assessment Tasks Multiply Using Distributive Property - NBT5 Instructional and Assessment Tasks Towers of Multiples - NBT5 Instructional and Assessment Tasks Multiplication Face-Off - NBT5 Instructional and Assessment Tasks

		• Know from memory all products with factors up to and including 10. • Illustrate and explain using the relationship between multiplication and division. • Determine the unknown whole number in a multiplication or division equation relating three whole numbers. **NC.3.OA.9** Interpret patterns of multiplication on a hundreds board and/or multiplication table.			*Supply List*
Week 3 ***5 days***	**Division & Remainders**	**NC.3.OA.2** For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient: • Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor. **NC.3.OA.3** Represent, interpret, and solve one-step problems involving multiplication and division. • Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem. • Solve division word problems with a divisor and quotient up to and including	**NC.4.NBT.6** Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division.	**NC.4.NBT.6** Division, quotient, dividend, divisor, operation, remainder, partial quotients	*Virtual Manipulative* *Khan Academy* Chicken Mania - NBT6 Instructional and Assessment Tasks Exit Ticket - NBT6 Cookie Invention - NBT6 Cookie Invention Teacher Slides Sharing Candy1 - NBT6 Instructional and Assessment Tasks Sharing Candy2 - NBT6 Instructional and Assessment Tasks

		10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem. **NC.3.OA.6** Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem. **NC.3.OA.7** Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. • Know from memory all products with factors up to and including 10. • Illustrate and explain using the relationship between multiplication and division. • Determine the unknown whole number in a multiplication or division equation relating three whole numbers.			
Week 4 & 5 7 days	**Four Operations in Two-Step Problems**	**NC.3.OA.8** Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number	**NC.4.OA.3** Solve two-step word problems involving the four operations with whole numbers. • Use estimation strategies to assess reasonableness of answers. • Interpret remainders in word problems. • Represent problems using equations with a letter standing for the unknown quantity.	**NC.4.OA.3** computation, equation, operation, reasonableness, remainder, round, solve, whole numbers	*Estimation strategies* *Virtual Manipulative* *Khan Academy* Four Operation Sort - OA3 Four Operation Sort Teacher Slides Instructional and Assessment Tasks Exit Ticket - OA3 Multi-Step Multiplication - OA3 Instructional and Assessment Tasks

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					Exit Ticket 2 - OA3 True-False Equations - OA3 Soccer Complex Seating - OA3 Giraffes and Ostriches - OA3 How Many Takis - OA3 Exit Tickets - OA3 Biking through the Mountains - OA1, OA3 Biking through the Mountains Teacher Slides Pokemon Power - OA3 Video Game Funds - OA3
Week 6 ***5 days***	**Represent and Interpret Data**	**NC.3.MD.3** Represent and interpret scaled picture and bar graphs: • Collect data by asking a question that yields data in up to four categories. • Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided. • Solve one and two-step “how many more” and “how many less” problems using information from these graphs.	**NC.4.MD.3** Represent and interpret data using whole numbers. • Collect data by asking a question that yields numerical data. • Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot. • Determine whether a survey question will yield categorical or numerical data	**NC.4.MD.3** data, displays, graphs, difference, line plot, interpret, representation, bar graph	Tools4NCTeachers Big Feet - MD4 Materials: Big Feet Teacher Slides Practice: Leaping Line Plots - MD4(Leaping Line Plots Teacher Slides) Favorite Activities - MD4 Materials: Favorite Activities Teacher Slides Practice: Weekend Fun - MD4 How Large of a Tower - MD4 Materials: How Large of a Tower Teacher Slides Practice: Numerical or

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					Categorical? - MD4 (Numerical or Categorical Teacher Slides) Assessment Tasks: Getting To Know You Exit ticket 4.MD.4
Week 7 ***5 days***	**Equivalent Fractions**	**NC.3.NF.1** Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; • Explain that a unit fraction is one of those parts. • Represent and identify unit fractions using area and length models. **NC.3.NF.3** Represent equivalent fractions with area and length models by: • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers	**NC.4.NF.1** Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size	**NC.4.NF.1** differ, equivalent fractions, fraction, models	*Virtual Manipulative* *Khan Academy* Introductory Fraction Exploration - NF1 Race to 1 - NF1 Trading Blocks - NF1 Halfway Fair: Exploring One-Half - NF2 Fractions Finding Half - NF1 Fractions in Disguise - NF1 Fractions in Disguise Teacher Slides Fraction Stand Up - NF1 Equivalent Pizzas - NF1
Week 8 ***8 days***	***Comparing Fractions***	**NC.3.NF.1** Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; • Explain that a unit fraction is one of those parts.	**NC.4.NF.2** Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only	**NC.4.NF.2** differ, equivalent fractions, fraction, models	*Virtual Manipulative* *Khan Academy* Introductory Fraction Halfway Fair: Exploring One-Half - NF2 Fractions in Disguise Teacher Slides

		• Represent and identify unit fractions using area and length models. **NC.3.NF.3** Represent equivalent fractions with area and length models by: • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers	when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions by: • Reasoning about their size and using area and length models. • Using benchmark fractions 0, ½, and a whole. • Comparing common numerator or common denominators		
Week 9 **4 days**	**Geometry: Lines & Angles**	**NC.3.G.1** Reason with two-dimensional shapes and their attributes	**NC.4.G.1** Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines	**NC.4.G.1** 2-dimensional figure, acute angle, angle, line segment, obtuse angle, obtuse, parallel lines, perpendicular lines, point, ray, right angle,	*Virtual Manipulative* NC Lines and AnglesG1 NC Lines and Angles-Picture Slides Raleigh Field Trip - G1 Geometry Maps - G1 Geometry Maps - G1
Week 9-10 ***5 days***	***Review all standards taught***				

Daily Learning Targets:

Quarter 2		
Day #	**Daily Learning Target**	**How will the daily learning target be assessed?**
NC.4.NBT.5 (*Unit 1: Multiplication and Place Value*)		
1	I can multiply a whole number up to four digits by a one-digit whole number.	**Exit ticket:** **Worksheet-** Multiply larger numbers by one

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		(Autonomy: Students may select any 5 problems as demonstration of mastery)
2	I can multiply a 2-digit number by a 2-digit number using strategies based on place value and/or operation properties	**Grid/Standard Algorithm / Using Models**
3-4	I can find the products of multiples of 10, 100 and 1,000 using mental math and place value strategies	**NBT5-10**
5	I can explain 2-digit by 2-digit multiplication by using equations.	**Word Problems Exit Ticket # 1,2,3**
6	I can explain 2-digit by 2-digit multiplication by using rectangular arrays.	***Multiplying Using Arrays***
7	I can explain 2-digit by 2-digit multiplication by using area models.	**2-Digit by 2-Digit Multiplication # 1,3,5,7**
8-9	I can explain 2-digit by 2-digit multiplication by using partial products.	**2-Digit by 2-Digit Multiplication # 2,4,6,8**
NC.4.NBT.6 *(Unit 2: Division & Remainders)*		
10	I can divide a single digit into numbers up to 9,999 using the standard algorithm.	**Long Division Sea Creatures**
11	I can divide a single digit into numbers up to 9,999 using arrays or area models.	**Area Model Exit Ticket # 1, 2**
12	I can divide a single digit into numbers up to 9,999 using partial quotients.	**Area Model Exit Ticket # 3, 4**
13	I can use mental math and place-value strategies to divide multiples of 10 and 100 by 1-digit divisors.	**Exit Ticket # 1, 2, 3, 4**
14	I can apply what I learn in division to answer word problems.	Exit Ticket - NBT6 **#1, 2**
NC.4.OA.3 *(Unit 3:* Four Operations in Two-Step Problems)		
15-16	I can solve problems using mental math.	**OA3 Exit Tickets**
17	I can solve problems using estimation strategies.	**Carnival Tickets, Estimation as a check**
18	I can solve problems using rounding strategies.	**4OA3-Rounding**
19	I can solve multi-step word problems using addition, subtraction, multiplication and division with remainders.	**Multi-Step problems, 4OA3 Set 1, 4OA3 Set 2**

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20	I can solve multi-step word problems using the four operations where a symbol is used for the unknown.	**NC.4.OA.3 Exit Ticket**
21	I can determine if the answer makes sense by using mental math, estimation, and rounding.	**Understanding Division Problems**
	NC.4.MD.4 ***(Unit 4: Represent & Interpret Data)***	
22	I can analyze and answer questions about data displayed on a line plot. **NC.4.MD.4**	**Line Plots- Super Teacher Worksheets/ (CC Sheets)**
23	I can ask/answer questions that provide numerical data that is measurable such as time, height, weight, temperature.	**SchoolNet Exit Ticket -ID:4643330**
24	I can collect numerical data to represent on a frequency table and/or line plot.	**Exit Ticket MD4 (slide)**
25	I can solve simple one and two-step problems using the information in graphs created.	**SchoolNet Exit Ticket - ID:5089171**
26	I can create a line plot to display a set of data in fractions measured to the nearest ½, ¼, or 1/8 units.	**Creating Line Plots with Fractions**
	NC.4.NF.1 (Unit 5: Equivalent Fractions)	
27	I can recognize and generate equivalent fractions.	**NC.4.NF.1 Exit Ticket # 1, 2, 4**
28	I can name the same point on a number line using equivalent fractions.	**NC.4.NF.1 Exit Ticket # 3**
29	I can use multiplication to find equivalent fractions.	**Missing Values**
30	I can use division to find equivalent fractions.	**Fraction Equivalence Using Division**
31	I can interpret area models and number lines to identify equivalent fractions. (ie: decompose and draw)	Exit Ticket 4.NF.1
	NC.4.NF.2 ***(Unit 6: Comparing Fractions)***	
32-33	I can compare two fractions using a benchmark fraction.	**Assessment and videos**
34-35	I can explain why fraction comparisons are only valid when they refer to the same whole.	**Comparing Fractions**

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36-37	I can record the comparison of fractions using <, >, = and I can defend my answers.	10 Question Exit Quiz **(Teacher assigns 5 - exit ticket)**
38-39	I can compare two fractions by creating common numerators or common denominators.	Equivalent Fractions
NC.4.G.1 ***(Unit 7: Geometry: Lines and Angles)***		
40	I can identify and draw a point, ray, segment,line segment, perpendicular, parallel, and intersecting lines.	10 Question Exit Quiz **(Teacher assigns 5 - exit ticket)**
41	I can identify and draw perpendicular, parallel, and intersecting lines.	Parallel & Perpendicular
42	I can identify and draw acute, obtuse, and right angles.	**Identifying-**Name that Angle**, Drawing**Creating Angles
43	I can describe and classify triangles and quadrilaterals based on lines and angles in two-dimensional figures.	Identifying Angles **Questions:5,8,9**
44-48	Review standards taught in this unit.	Students will demonstrate their knowledge of previously taught standards and learning targets and results will determine reteaching and/or additional review of content in small group or one on one intervention settings, providing, additional practice in stations or center games/activities provided in lessons in this unit, and a re-assessment to determine mastery of standards/skills.

Unit/Module Pacing: Quarter 3

Quarter 3 (44 Days)					
Number of Days	***Name of Unit/Module***	***Pre-Requisites***	***Standards***	***Academic Vocabulary***	***Instructional Resources***
Week 1 **5 days**	**Multiplying Whole Numbers**	**NC.3.NBT.3** Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number	**NC.4.NBT.5** Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with	**NC.4.NBT.5** multiplication, whole number, product, area model, partial products, properties of operations, area model,	**Tools4NCTeachers** **Schoolnet** Kahoot Quizizz Virtual Manipulative

		by a multiple of 10 in the range 10-90. **NC.3.OA.1** For products of whole numbers with two factors up to and including 10: • Interpret the factors as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties. **NC.3.OA.3** Represent, interpret, and solve one-step problems involving multiplication and division. • Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem. • Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem. **NC.3.OA.7** Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. • Know from memory all products with factors up to and including 10.	place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm.	array/chart, Associative Property of Multiplication, Commutative Property of Multiplication	Khan Academy Multiplying 2-digit Numbers Beginning Lesson - NBT5 Multiplying 2-digit Numbers Beginning Lesson Teacher Slides Instructional and Assessment Tasks Exit Ticket - NBT5 One Hundred Hungry Ants - NBT5 Instructional and Assessment Tasks Strategies for Multiplying Multi-digit Numbers - NBT5 Instructional and Assessment Tasks Doubling & Halving - NBT5 Instructional and Assessment Tasks Error Analysis - NBT5 Instructional and Assessment Tasks Multiply Using Distributive Property - NBT5 Instructional and Assessment Tasks Towers of Multiples - NBT5 Instructional and Assessment Tasks Multiplication Face-Off - NBT5 Instructional and Assessment Tasks

		• Illustrate and explain using the relationship between multiplication and division. • Determine the unknown whole number in a multiplication or division equation relating three whole numbers. **NC.3.OA.9** Interpret patterns of multiplication on a hundreds board and/or multiplication table.			
Week 2 **5 days**	**Two-Step Word Problems**	**NC.3.OA.8** Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number	**NC.4.OA.3** Solve two-step word problems involving the four operations with whole numbers.	**NC.4.OA.3** computation, equation, operation, reasonableness, remainder, round, solve, whole numbers	Tools4NCTeachers Schoolnet Kahoot Quizizz Virtual Manipulative Khan Academy Four Operation Sort - OA3 Four Operation Sort Teacher Slides Instructional and Assessment Tasks Exit Ticket - OA3 Multi-Step Multiplication - OA3 Instructional and Assessment Tasks Exit Ticket 2 - OA3 True-False Equations - OA3 Soccer Complex Seating - OA3 Giraffes and Ostriches - OA3 How Many Takis - OA3 Exit Tickets - OA3

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					Biking through the Mountains - OA1, OA3 Biking through the Mountains Teacher Slides Pokemon Power - OA3 Video Game Funds - OA3
Week 3 5 days	**Represent and Interpret Data**	**NC.3.MD.3** Represent and interpret scaled picture and bar graphs: • Collect data by asking a question that yields data in up to four categories. • Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided. • Solve one and two-step “how many more” and “how many less” problems using information from these graphs.	**NC.4.MD.4** Represent and interpret data using whole numbers. • Collect data by asking a question that yields numerical data. • Make a representation of data and interpret data in a frequency table, scaled bar graph, and/or line plot. • Determine whether a survey question will yield categorical or numerical data	**NC.4.MD.4** data, displays, graphs, difference, line plot, interpret, representation, bar graph	Tools4NCTeachers Big Feet - MD4 Materials: Big Feet Teacher Slides Practice: Leaping Line Plots - MD4(Leaping Line Plots Teacher Slides) Favorite Activities - MD4 Materials: Favorite Activities Teacher Slides Practice: Weekend Fun - MD4 How Large of a Tower - MD4 Materials: How Large of a Tower Teacher Slides Practice: Numerical or Categorical? - MD4 (Numerical or Categorical Teacher Slides)
Week 4 5 days	**Properties of Operations and Modeling Fractions**	**NC.3.NF.3** Represent equivalent fractions with area and length models by: • Composing and decomposing fractions into equivalent fractions using related fractions: halves,	**NC.4.NF.3** Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. • Understand addition and	**4.NF.3** add, addition, additive Identity Property of 0, Associative Property of Addition, Commutative Property of Addition, decompose,	Virtual Manipulative Khan Academy Sharing Sandwiches - NF2, NF3 Sharing Sandwiches Teacher Slides

		fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognizing fractions that are equivalent to whole numbers.	subtraction of fractions as joining and separating parts referring to the same whole. • Decompose a fraction into a sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations. • Add and subtract fractions, including mixed numbers with like denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. • Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.	denominator, greater than, fraction, equation, equivalent fractions, mixed number, operation, subtract, subtraction, unit fraction	Unit Fractions - NF3 Unit Fractions Teacher Slides Exit Ticket 1 - NF3 Smallest Difference Wins - NF3 The Big T - NF3 Design of Fractions - NF3 Exit Ticket 2 - NF3 Fraction Cookie Bakery - NF3 Fraction Cover Up - NF3 Fraction Relay Race - NF3 Fractions in the Real World - NF3 Exit Ticket 3 - NF3 Give'Em Chocolate - NF3 Kendall's Candy Company - NF3 Fractions Make 3 - NF3 Exit ticket - NF3 Word Problems
Week 5 ***5 days***	**Multiplying Fractions**	**NC.4.NF. 4** Apply and extend previous understanding of multiplication to multiply a fraction by a whole number.	**NC.4.NF.4** Apply and extend previous understandings of multiplication to: • Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one. • Solve word problems involving multiplication of a	**NC.4.NF.4** Decompose, Fraction, Multiply, Whole Number, Multiple, Product, Unit Fraction Equation, Fraction Model, Numerator, Denominator	Virtual Manipulative Khan Academy Cake Boss - NF4 Cake Boss Handouts Cake Boss Teacher Slides Instructional and Assessment Tasks Birthday Shopping List - NF4 Exit ticket - NF4 Instructional and Assessment Tasks Blueberry Pancake Party -

			fraction by a whole number.		NF4 Instructional and Assessment Tasks Multiply Fractions with Pattern Blocks - NF4 Instructional and Assessment Tasks Pancakes for You and Me - NF4 Exit Ticket - NF4 Word Problems Instructional and Assessment Tasks Introducing Fractions of a Set - NF4 Instructional and Assessment Tasks More Fractions of a Set - NF4 Instructional and Assessment Tasks Multiply Fraction by Whole Number Review - NF4 Exit Ticket - NF6 Instructional and Assessment Tasks
Week 6 ***5 days***	**Fractions to Decimals**	**NC.3.NF.1** Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; • Explain that a unit fraction is one of those parts. • Represent and identify unit fractions using area and length models. **NC.3.NF.2** Interpret fractions with denominators	**NC.4.NF.6** Use decimal notation to represent fractions. • Express, model and explain the equivalence between fractions with denominators of 10 and 100. • Use equivalent fractions to add two fractions with denominators of 10 or 100. • Represent tenths and hundredths with models,	**NC.4.NF.6** conclusion, decimal number, decimal notation, denominator, equivalence, fraction,greater than, tenths, hundredths, less than, models, symbol	Tools4NCTeachers Schoolnet Virtual Manipulative Building Decimals - NF6 Decimal Teacher Resource & Information Exit tickets - NF6 Representing Decimals - NF6 The Candy Company - NF6 Multiple Representations - NF6

		of 2, 3, 4, 6, and 8 using area and length models. • Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction. • Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0. **NC.3.NF.3** Represent equivalent fractions with area and length models by: • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognizing fractions that are equivalent to whole numbers.	making connections between fractions and decimals.		Filling the Jar - NF6 Partitioning tenths and hundredths - NF6 Partitioning tenths and hundredths - NF6

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Week 7 5 days	**Comparing Fractions**	**NC.3.NF.4** *Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.*	**NC.4.NF.7** *Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.*	**NC.4.NF.7** conclusion, decimal number, decimal notation, denominator, equivalence, fraction,greater than, tenths, hundredths, less than, models, symbol	Tools4NCTeachers Schoolnet Virtual Manipulative Aliens vs Robots - NF6, NF7 Aliens vs Robots Teacher Slides Giant Number Lines - NF7 Who Jumped Farther - NF7 Exit Tickets - NF7 Running the Race - NF7 Making Punch - NF7 The Race - NF7 Speed Skating - NF7 Comparing Decimal Games - NF7 Comparing Decimals - NF7
Week 8 5 days	**Classifying Quadrilaterals, Triangles and Angles**	**NC.3.G.1** Reason with two-dimensional shapes and their attributes. • Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals. • Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.	**NC.4.G.2** Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.	**NC.4.G.2** 2-dimensional figure, acute angle, angle, classify, line segment, obtuse, obtuse angle, parallel lines, perpendicular lines, point, quadrilateral, ray, right angle, triangle	Creative Classifying with Triangles - G2 Creative Classifying with Triangles Teacher Slides Is That Triangle Possible - G2 Is it Possible? - G2 Exit ticket - G2 Lines & Angles Scavenger Hunt Lesson Lines & Angles Teacher Slides Lines & Angles Template Lines & Angles Example
Week 9 4 days		Review standards taught			

Daily Learning Targets:

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Quarter 3		
Day #	**Daily Learning Target**	**How will the daily learning target be assessed?**
NC.4.NBT.5 (Unit 1: Multiplying Whole Numbers)		
1	I can multiply a whole number up to four digits by a one-digit whole number.	**4 Digit by 1 Exit ticket**
2	I can multiply two two digit numbers.	**2 by 2 Digits Exit Ticket**
3	I can illustrate and explain how to multiply larger numbers by using equations, arrays or models.	**NC.4.NBT.5-ET Exit Ticket**
4-5	I can solve real-life problems using a variety of multiplication strategies.	**Exit Ticket NBT5 (NC Tools)**
NC.4.OA.3 (Unit 2: Two Step Word Problems)		
6-7	I can solve multi-step word problems using addition,subtraction, multiplication and division with remainders.	**Exit Ticket OA3 (NC Tools)**
8-9	I can solve multi-step word problems using addition, subtraction, multiplication and division using equations where a symbol is used for the unknown.	**Exit Ticket OA3 (NC Tools)**
10	I can determine if the answer makes sense by using mental math, estimation, and rounding.	**4OA3 Review 10 item Quizizz Exit Ticket**
NC.4.MD.4 (Unit 3: Represent & Interpret Data)		
11-12	I can interpret data using line plots.	**Exit Ticket MD.4 1st Page-Summer Reading Minutes**
13	I can create a line plot to represent a data set.	**Exit Ticket MD.4 2nd Page-Relay Race**
14-15	I can use line plots to solve problems involving fractions	**Line Plots with Fractions-Quizizz**
16-17	I can use what I know about line plots to critique the reasoning of others	**Recycling Campaign-Tools 4 Teachers**
NC.4.NF.3 (Unit 4: Properties of Operations and Modeling Fractions)		

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18	I can explain the concepts of adding and subtracting fractions with the same denominators.	**Exit Ticket NF.3 Tools 4 Teachers # 1, 3**
19-20	I can decompose (break down) a fraction into a sum of fractions with the same denominator in more than one way.	**NF3 Exit Ticket**
NC.4.NF.4 (Unit 5: Multiplying Fractions)		
21	I can demonstrate my understanding of a fraction as a multiple of a unit fraction, using fraction strips or number lines	**Exit ticket 4.NF.4-ET**
22	I can use drawings, area model or number lines to multiply fractions by whole numbers	**Exit Ticket Whole Numbers**
23	I can decompose (break down) a fraction into a sum of fractions with the same denominator and justify my answer using a visual fraction model.	**Exit Ticket 2-NF.3 Tools 4 Teachers # 3**
24	I can add and subtract mixed numbers with like denominators using a variety of strategies.	**4.NF.4 Exit Mixed Numbers**
25	I can solve word problems involving multiplication of a fraction by a whole number using visual fraction models and equations.	**Exit Ticket (pencil/** Decide whether each statement is true or false. Be prepared to explain your reasoning. • $\frac{10}{12} = 5 \times \frac{2}{12}$ • $1 \times \frac{10}{12} = 5 \times \frac{2}{12}$ • $\frac{24}{4} = 6 \times 3 \times \frac{1}{4}$ • $12 \times 2 \times \frac{1}{4} = 8 \times 3 \times \frac{1}{4}$
NC.4.NF.6 (Unit 6: Fractions to Decimals)		
26	I can relate fractions and decimals.	**Exit Ticket NF.6- Question 1**
27	I can locate and describe fractions and decimals on number lines.	**Exit Ticket NF.6- Question 3**
28	I can compare decimals by reasoning about their size.	**Exit Ticket NF.7 Questions # 2,3**
29	I can use equivalence to add fractions with denominators of 10 and 100.	**Exit Ticket NF.6- Questions 2&4**

30	I can use fractions or decimals to solve word problems involving money.	**Money Word Problems 5 item exit ticket**
NC.4.NF.7 (Unit 7: Comparing Fractions/Decimals)		
31-32	I can compare decimals by reasoning about their size	**Exit Ticket NF.7 Questions # 4,6,7**
33-34	I can compare two decimals, explain my reasoning, and record the results using <, >, or =.	**Comparing Decimals**
35-36	I can explain that comparisons between two decimals are only valid when they refer to the same whole.	**Fraction Decimal Percent (Divide in two sections)**
NC.4.G.2 (Unit 8: Classifying Quadrilaterals, Triangles and Angles)		
37	I can classify 2-D figures in like groups based on whether certain sides are parallel or perpendicular.	**Parallel or Perpendicular Sort**
38	I can label 2-D figures based on my knowledge of lines and acute, obtuse, or right angles.	**Exit Ticket Math Concepts**
39	I can distinguish and describe quadrilaterals based on the types of angles.	**SchoolNet ET / Answers**
40	I can describe and classify triangles based on the types of angles.	**SchoolNet ET / Answers**
41-44	**Review all standards taught.**	

Unit/Module Pacing: Quarter 4

Quarter 4 (45 Days)					
Number of Days	***Name of Unit - Module***	***Pre-Requisites***	***Standards***	***Academic Vocabulary***	***Instructional Resources***
Week 1 4 days	***Arithmetic Using Place Value***	**NC.3.NBT.2** Add and subtract whole numbers up to and including 1,000.	**NC.4.NBT.4** Add and subtract multi-digit whole numbers up to and	**NC.4.NBT.4** add, addition, sum, algorithm, digit, divide, division, operation, place value,	*Virtual Manipulative Khan Academy* Addition Algorithm Lesson -

		NC.3.NBT.3 Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10-90. **NC.3.OA.1** For products of whole numbers with two factors up to and including 10: • Interpret the factors as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties. **NC.3.OA.3** • Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem. **NC.3.OA.7** Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. • Know from memory all products	including 100,000 using the standard algorithm with place value understanding. **NC.4.NBT.5** Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations. Use models to make connections and develop the algorithm	standard algorithm, subtract, subtraction, difference whole numbers **NC.4.NBT.5** multiplication, whole number, product, area model, partial products, properties of operations, area model, array/chart, Associative Property of Multiplication, Commutative Property of Multiplication	NBT4 Exit Ticket - NBT4 Instructional and Assessment Tasks Comparing Elevations - NBT4 Instructional and Assessment Tasks Subtraction Algorithm Lesson - NBT4 Instructional and Assessment Tasks Destination NC - NBT4 Instructional and Assessment Tasks Multiplying 2-digit Numbers Beginning Lesson - NBT5 Multiplying 2-digit Numbers Beginning Lesson Teacher Slides Instructional and Assessment Tasks Exit Ticket - NBT5 One Hundred Hungry Ants - NBT5 Instructional and Assessment Tasks Strategies for Multiplying Multi-digit Numbers - NBT5 Instructional and Assessment Tasks Doubling & Halving - NBT5

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		with factors up to and including 10. • Illustrate and explain using the relationship between multiplication and division. • Determine the unknown whole number in a multiplication or division equation relating three whole numbers. **NC.3.OA.9** Interpret patterns of multiplication on a hundreds board and/or multiplication table.			Instructional and Assessment Tasks Error Analysis - NBT5 Instructional and Assessment Tasks Multiply Using Distributive Property - NBT5 Instructional and Assessment Tasks Towers of Multiples - NBT5 Instructional and Assessment Tasks Multiplication Face-Off - NBT5 Instructional and Assessment Tasks
Week 2 5 days	***Solve Problems Understanding Properties of Operations***	**NC.3.OA.2** For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient: • Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group. • Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor. **NC.3.OA.3** Represent, interpret, and solve one-step problems involving multiplication and division. • Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a	**NC.4.NBT.6** Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding using rectangular arrays, area models, repeated subtraction, partial quotients, properties of operations, and/or the relationship between multiplication and division **NC.4.OA.3** Solve two-step word problems involving the four operations with whole numbers. • Use estimation strategies to assess reasonableness of answers. • Interpret remainders in word problems. • Represent	**NC.4.NBT.6** Division, quotient, dividend, divisor, operation, remainder, partial quotients **NC.4.OA.3** computation, equation, operation, reasonableness, remainder, round, solve, whole numbers	*Estimation strategies* *Virtual Manipulative* *Khan Academy* Chicken Mania - NBT6 Instructional and Assessment Tasks Exit Ticket - NBT6 Cookie Invention - NBT6 Cookie Invention Teacher Slides Sharing Candy1 - NBT6 Instructional and Assessment Tasks Sharing Candy2 - NBT6 Instructional and Assessment Tasks Four Operation Sort - OA3 Four Operation Sort Teacher Slides Instructional and

		symbol for the unknown number to represent the problem. • Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem. **NC.3.OA.6** Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem. **NC.3.OA.7** Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10. • Know from memory all products with factors up to and including 10. • Illustrate and explain using the relationship between multiplication and division. • Determine the unknown whole number in a multiplication or division equation relating three whole numbers. **NC.3.OA.8** Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number	problems using equations with a letter standing for the unknown quantity.		Assessment Tasks Exit Ticket - OA3 Multi-Step Multiplication - OA3 Instructional and Assessment Tasks Exit Ticket 2 - OA3 True-False Equations - OA3 Soccer Complex Seating - OA3 Giraffes and Ostriches - OA3 How Many Takis - OA3 Exit Tickets - OA3 Biking through the Mountains - OA1, OA3 Biking through the Mountains Teacher Slides Pokemon Power - OA3 Video Game Funds - OA3
Week 3	***Understand***	**NC.3.NF.1**	**NC.4.NF.1**	**NC.4.NF.1 & NC.4.NF.2**	*Virtual Manipulative*

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5 days	***ing & Comparing Fractions and Decimals***	Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; • Explain that a unit fraction is one of those parts. • Represent and identify unit fractions using area and length models. **NC.3.NF.3** Represent equivalent fractions with area and length models by: • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers --- **NC.3.NF.4** *Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the >, <, and = symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves,*	Explain why a fraction is equivalent to another fraction by using area and length fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. --- **NC.4.NF.2** Compare two fractions with different numerators and different denominators, using the denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100. Recognize that comparisons are valid only when the two fractions refer to	differ, equivalent fractions, fraction, models	*Khan Academy* Introductory Fraction Exploration - NF1 Race to 1 - NF1 Trading Blocks - NF1 Halfway Fair: Exploring One-Half - NF2 Fractions Finding Half - NF1 Fractions in Disguise - NF1 Fractions in Disguise Teacher Slides Fraction Stand Up - NF1 Equivalent Pizzas - NF1

		fourths and eighths; thirds and sixths.	the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions by: • Reasoning about their size and using area and length models. • Using benchmark fractions 0, ½, and a whole. • Comparing common numerator or common denominators. **NC.4.NF.7** Compare two decimals to hundredths by reasoning about their size using area and length models, and recording the results of comparisons with the symbols >, =, or <. Recognize that comparisons are valid only when the two decimals refer to the same whole.	**NC.4.NF.7** conclusion, decimal number, decimal notation, denominator, equivalence, fraction,greater than, tenths, hundredths, less than, models, symbol	Aliens vs Robots - NF6, NF7 Aliens vs Robots Teacher Slides Giant Number Lines - NF7 Who Jumped Farther - NF7 Exit Tickets - NF7 Running the Race - NF7 Making Punch - NF7 The Race - NF7 Speed Skating - NF7 Comparing Decimal Games - NF7 Comparing Decimals - NF7
Week 4 4 days	***Properties of Operations with Whole Numbers and Fractions***	**NC.3.NF.3** Represent equivalent fractions with area and length models by: • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognizing fractions	**NC.4.NF.3** Understand and justify decompositions of fractions with denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100. • Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. • Decompose a fraction into a	**NC4.NF.3** add, addition, additive Identity Property of 0, Associative Property of Addition, Commutative Property of Addition, decompose, denominator, greater than, fraction, equation, equivalent fractions, mixed number, operation, subtract, subtraction, unit fraction	Virtual Manipulative Khan Academy Sharing Sandwiches - NF2, NF3 Sharing Sandwiches Teacher Slides Unit Fractions - NF3 Unit Fractions Teacher Slides Exit Ticket 1 - NF3 Smallest Difference Wins - NF3

		that are equivalent to whole numbers.	sum of unit fractions and a sum of fractions with the same denominator in more than one way using area models, length models, and equations. • Add and subtract fractions, including mixed numbers with like-denominators, by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. • Solve word problems involving addition and subtraction of fractions, including mixed numbers by writing equations from a visual representation of the problem.		The Big T - NF3 Design of Fractions - NF3 Exit Ticket 2 - NF3 Fraction Cookie Bakery - NF3 Fraction Cover Up - NF3 Fraction Relay Race - NF3 Fractions in the Real World - NF3 Exit Ticket 3 - NF3 Give'Em Chocolate - NF3 Kendall's Candy Company - NF3 Fractions Make 3 - NF3 Exit ticket - NF3 Word Problems

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Week 5 5 days	***Model Multiplication of Fractions and Decimal Notation***	**NC.3.NF.1** Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts; • Explain that a unit fraction is one of those parts. • Represent and identify unit fractions using area and length models. **NC.3.NF.2** Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models. • Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction. • Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0. **NC.3.NF.3** Represent equivalent fractions with area and length models by: • Composing and decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths. • Explaining that a fraction with the same numerator and denominator equals one whole. • Expressing whole numbers as fractions, and recognizing fractions that are equivalent to whole numbers.	**NC.4.NF.4** Apply and extend previous understandings of multiplication to: • Model and explain how fractions can be represented by multiplying a whole number by a unit fraction, using this understanding to multiply a whole number by any fraction less than one. • Solve word problems involving multiplication of a fraction by a whole number.	**NC.4.NF.4** Decompose, Fraction, Multiply, Whole Number, Multiple, Product, Unit Fraction Equation, Fraction Model, Numerator, Denominator	Virtual Manipulative Khan Academy Cake Boss - NF4 Cake Boss Handouts Cake Boss Teacher Slides Instructional and Assessment Tasks Birthday Shopping List - NF4 Exit ticket - NF4 Instructional and Assessment Tasks Blueberry Pancake Party - NF4 Instructional and Assessment Tasks Multiply Fractions with Pattern Blocks - NF4 Instructional and Assessment Tasks Pancakes for You and Me - NF4 Exit Ticket - NF4 Word Problems Instructional and Assessment Tasks Introducing Fractions of a Set - NF4 Instructional and Assessment Tasks More Fractions of a Set - NF4 Instructional and Assessment Tasks Multiply Fraction by Whole Number Review - NF4

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			NC.4.NF.6 Use decimal notation to represent fractions. • Express, model and explain the equivalence between fractions with denominators of 10 and 100. • Use equivalent fractions to add two fractions with denominators of 10 or 100. • Represent tenths and hundredths with models, making connections between fractions and decimals.	**NC.4.NF.6** conclusion, decimal number, decimal notation, denominator, equivalence, fraction,greater than, tenths, hundredths, less than, models, symbol	Assessment Tasks
Week 6 5 days	***Measure Elapsed Time*** ***Classify Shapes***	**NC.3.MD.1** Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.	**NC.4.MD.8** Solve word problems involving addition and subtraction of time intervals that cross the hour. **NC.4.MD.6** Develop an understanding of angles and angle measurement. • Understand angles as geometric shapes that are formed wherever two rays share a common endpoint, and are measured in degrees. • Measure and sketch angles in whole-number degrees using a protractor. • Solve addition and subtraction problems to find unknown	**NC.4.MD.8** quarter past, quarter to, time interval, minute, second, hour **NC.4.MD.6** degrees, protractor, angle, right angle, straight line, obtuse angle, acute angle	Virtual Manipulative NC.4.MD.8 Elapsed Time Chart NC.4.MD.8 Elapsed Time Worksheet NC.4.MD.8 Elapsed Time Problems NC.4.MD.8 Exit Ticket NC.4.MD.8 CFA NC.4.MD.8 College Tour Instructional Task NC.4.MD.6 CFA NC.4.MD.6 Find the Missing Angles NC.4.MD.6 Angle Estimation NC.4.MD.6 Pattern Block Angles NC.4.MD.6 Angle

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			angles on a diagram in real-world and mathematical problems.		Worksheet Pages 65,67
Week 7 5 days	***Lines & Polygons***	**NC.3.G.1** Reason with two-dimensional shapes and their attributes. • Investigate, describe, and reason about composing triangles and quadrilaterals and decomposing quadrilaterals. • Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.	**NC.4.G.1** Draw and identify points, lines, line segments, rays, angles, and perpendicular and parallel lines. **NC.4.G.2** Classify quadrilaterals and triangles based on angle measure, side lengths, and the presence or absence of parallel or perpendicular lines.	**NC.4.G.1** 2-dimensional figure, acute angle, angle, line segment, obtuse angle, obtuse, parallel lines, perpendicular lines, point, ray, right angle, **NC.4.G.2** 2-dimensional figure, acute angle, angle, classify, line segment, obtuse, obtuse angle, parallel lines, perpendicular lines, point, quadrilateral, ray, right angle, triangle	NC Lines and Angles - G1 NC Lines and Angles- Picture Slides Raleigh Field Trip - G1 Geometry Maps - G1 Geometry Maps - G1 Creative Classifying with Triangles - G2 Creative Classifying with Triangles Teacher Slides Is That Triangle Possible - G2 Is it Possible? - G2 Exit ticket - G2 Lines & Angles Scavenger Hunt Lesson Lines & Angles Teacher Slides Lines & Angles Template Lines & Angles Example
Week 8 9 days		***Review for End of Grade Assessments***			

Daily Learning Targets:

Quarter 4		
Day #	**Daily Learning Target**	**How will the daily learning target be assessed?**

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NC.4.NBT.4, NC.4.NBT.5 (Unit 1: *Arithmetic Using Place Value*)		
1	I can easily and accurately add and subtract multi digit whole numbers.	NC.4.NBT.4
2	I can multiply a whole number up to four digits by a one-digit whole number.	NC.4.NBT.5 Exit Ticket **Questions 1- 4**
3	I can multiply a 2-digit number by a 2-digit number using strategies based on place value and/or operation properties.	Two-digit by Two-digit Multiplication Exit Ticket **# A - E**
4	I can explain 2-digit by 2-digit multiplication by using equations, rectangular arrays, and/or area models.	Multiplication--Various Strategies Exit Ticket **# F - K**
NC.4.NBT.6, NC.4.OA.3 (Unit 2: *Solve Problems Understanding Properties of Operations)*		
5	I can divide a single digit into numbers up to 9,999 in a variety of ways.	Various Ways of Division Exit Ticket
6	I can explain and demonstrate division problems by using equations, rectangular arrays, and/or area models.	DivisIon-Exit Ticket MW4K **All problems**
7	I can solve multi-step word problems using addition, subtraction, multiplication and division with remainders.	CFA.NBT.6**-- All**
8	I can solve multi-step word problems using addition, subtraction, multiplication and division using equations where a symbol is used for the unknown.	Word Problems OA3
9	I can determine if the answer makes sense by using mental math, estimation, and rounding.	Rounding and Estimation -- Quizizz
NC.4.NF.1, NC.4.NF.2, NC.4.NF.7 (Unit 4: *Understanding & Comparing Fractions and Decimals)*		
10	I can explain how fractions are equivalent to each other using area and length models.	SchoolNet NF1 / Answers
11	I can justify conclusions of comparisons of fractions, using benchmark fractions 0, ½, and a whole.	SchoolNet NF2 / Answers
12	I can organize fractions on a numberline comparing numerators, denominators, and benchmark fractions.	Number Lines

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13	I can compare decimals to fractions using area and length models.	SchoolNet NF7 / Answers
14	I can compare and organize decimals on a numberline.	Comparing Decimals Worksheet
NC.4.NF.3 (Unit 5: *Properties of Operations with Whole Numbers and Fractions)*		
15	I can add and subtract fractions with the same denominator.	Adding and Subtracting Fractions Quizizz
16	I can add and subtract mixed numbers by replacing them with equivalent fractions.	Kahoot- Adding and Subtracting Mixed Numbers
17	I can decompose a fraction in more than one way using models or equations.	Sharing Cake NF.3
18	I can use models and drawings to solve word problems with fractions and/or mixed numbers.	CFA. NF3
NC.4.NF.4, NC.4.NF.6 (Unit 6: *Model Multiplication of Fractions and Decimal Notation)*		
19	I can use fraction strips or number lines to understand a fraction as a multiple of a unit fraction.	Khan Academy-Multiplying Fractions
20	I can use a model to explain how fractions can be changed to a unit fractions multiplied by a whole number.	Tools 4 Teachers-- Chris' Cookies
21	I can use a number line to solve word problems involving multiplication of unit fractions and whole numbers.	CFA-NF.4
22	**I** can apply what I have learned to explain equivalence of fractions with denominators of 10, 100.	Quick Write #5 Brenda rode her horse for .5 of an hour and then took a break. She then rode her horse .25 of an hour later on. If she wants to ride for two hours, but take two more breaks in between riding her horse, what other portion of an hour could she ride her horse? Justify your thinking in your own words.
23	I can represent in a model and write the decimal notation for fractions**.**	Exit Ticket NF.6
NC.4.MD.6, NC.4.MD.8 (Unit 3:Measure Time/Classify Angles)		

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24	I can choose and use a math tool to help solve time problems.	**NC.4.MD.8 Number Line Exit Ticket**
25	I can use addition, subtraction, multiplication, or division to solve problems involving time.	**NC.4.MD.8 Elapsed Time Worksheet**
26	I can use angles I know to measure angles I do not know.	**NC.4.MD.6 Find Missing Angles**
27	I can use a protractor to measure and draw angles.	**NC.4.MD.6 Creating Angles**
28	I can use addition and subtraction to solve problems with unknown angle measures.	**NC.4.MD.6 Exit Ticket**
NC.4.G.1, NC.4.G.2 (Unit 7: Lines & Polygons)		
29	I can recognize and draw lines, rays, and different types of angles.	**Identification of Geometric concepts**
30	I can use what I know about benchmark measures to determine angle measures.	**Measures and Angles -- Quizizz**
31	I can draw and identify perpendicular, parallel, and intersecting lines.	**NC.4.G1 Exit Ticket**
32	I can classify quadrilaterals and triangles based on angle measures and side lengths.	**Quizizz -Classifying Triangles**
33	I can classify quadrilaterals and triangles by locating perpendicular lines.	**Is it Possible?**
34-45	**Review for End of Grade Assessments** Learning targets for review days may vary depending upon student needs. It is best practice to personalize learning targets for student groups based on data. **EOG Testing Window (typically reserved for the last 10 days of the school year)**	