


4th Grade Math Curriculum Bundle # 1

Title		Suggested Dates
Place Value		August 25 -September 11 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
Place value can be used to compare and order numbers.	<p>Why is place value important in comparing and ordering numbers through 999,999,999?</p> <p>Can one number be represented in standard, written, and expanded form?</p> <p>How is decimal numeration an extension of whole number numeration?</p> <p>When rounding, how do you know you have determined a reasonable result in problem situations?</p>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
		Teachers will use Math Investigations as the main instructional resource. District resources are listed and categorized to indicate suggested uses. Any additional resources must be aligned with the TEKS.	
Teacher Note: Although multiplication will be introduced in Bundle # 3, you may begin to use some warm up time reinforcing multiplication facts that were introduced and learned in 3 rd grade.			
<p>4.1 The student uses place value to represent whole numbers and decimals.</p> <p>4.1A Use place value to read, write, compare, and order whole numbers through the 999,999,999.</p> <p style="color: blue;">Teacher Note: Include reading and writing whole numbers with decimals involving tenths and hundredths. (Ex: money)</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • distinguish the difference between a digit and a number • convert, write or describe standard to written through 999,999,999 • convert, write or describe written to standard through 999,999,999 • convert between number and expanded notation (ex. $790,410 = 700,000 + 90,000 + 400 + 10$) • describe place and value (ex. 97,831, 465 - the nine is in the ten millions place and the value is 90,000,000) 	<p><u>Math Investigations</u></p> <p><u>Landmarks and Large Numbers</u> Unit 5</p> <p>Investigations 1 Sessions 1 – 3 pages 29 – 34</p>	<p><u>Whole Group Lessons</u></p> <p><u>Envisions</u> Topic 1 Lessons 1 – 3</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R.</u> Zero Out #2 Who Has My Number #4 Find the Larger/Smaller #6 Clue Me In #11 Read It, Make It, Write It #12</p>

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	<ul style="list-style-type: none"> • compare and order numbers use symbols and words for "greater than" (>), "less than" (<) and "equal" (=) • represent place value concepts using whole numbers through 999,999 with numerals, words, expanded notation and concrete objects • sequence number or words associated with numbers • use large numbers in context including charts, tables, graphs, and word problems • create a number smaller, in-between, or larger than given numbers • sequence given digits to make the greatest or • create a number smaller, in-between, or larger than given numbers • sequence given digits to make the greatest or least possible value from a set of numbers with specific and random digit placement (When given the numbers 1,6,9,8,4 create a number with a 7 in the tens place) 		<p>Write the Number #13 Hit the Target #14</p> <p><u>Kamico</u> Fun Fact Comparisons Pages 13 – 18</p> <p><u>Region IV Prep</u> Place Value lessons pages 17 – 25</p> <p><u>TEXTEAMS</u> Make a Hundred pages 37-41 Race to Zero page 36 Hundreds Table Pages 26 – 29</p>
<p>4.5 The student estimates to determine reasonable results.</p> <p>4.5A Round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • estimate reasonable answers by rounding before solving problem situations (single digit numbers are never rounded down) • verify problem solving solutions by using rounding or estimation to show answers are reasonable • understand the difference between rounding and estimating • demonstrate the difference between rounding (to a specific place value) and estimating (using numbers that are easy to compute to determine a reasonable solution) • apply strategies according to real world problems such as <ul style="list-style-type: none"> • Addition and subtraction of 2 numbers: Round to the highest place value of the smallest number used in computation (1237- 246 would be 1200-200) 		<p><u>Whole Group Lessons</u></p> <p><u>Envisions</u> Topic 2 Lesson 3</p> <p><u>Small Group Lessons/Centers</u></p> <p><u>A.I.R.R</u> Round and Round We Go #85</p> <p><u>Kamico</u> Estimation Sensation Pages 141 – 150</p>

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<p>4.14The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.</p> <p>4.14B Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p>	<p>Including but not limited to</p> <ul style="list-style-type: none"> • Process skill to be addressed with relevant content. 		<p><u>Small Group Lessons/Centers</u></p> <p><u>Kamico</u> Put Your Plan In Place Page 465 – 473</p>