Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 4* / Grade 4 (Math Regional Curriculum)

Wednesday, October 31, 2012, 10:24AM

Standard/Module: Proficiency in Base Ten - 4.NBT.2 (Week 1, 6 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) Connects with 4.NBT.1 and 4.NBT.3

4th Grade Proficiency Map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 4th Grade , Number & Operations in Base Ten

4.NBT Generalize place value understanding for multi-digit whole numbers.

- 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Enduring Understandings	Essential Questions
1. Multi-digit whole numbers can be read by using base-ten numerals, number names, and expanded form. 2. Multi-digit whole numbers can be written using base-ten numerals, number names, and expanded form. 3. Two multi-digit whole numbers can be compared based on meanings of the digits in each place using greater than, less than, and equal to symbols.	1. How do you read a multi-digit whole number using base-ten numerals, number names, and expanded form? 2. How do you write a multi-digit whole number using base-ten numerals, number names, and expanded form? 3. How do you compare two multi-digit numbers?

Critical Content

1. Base-ten numerals in multi-digit whole numbers
2. Number names of multi-digit whole numbers
3. Expanded form of multi-digit whole numbers
4. Comparing multi-digit whole numbers using greater than, less than, or equal to symbols

Skills	Vocabulary
	Tier 2: multi-digit whole number, compare, symbol,

1. Students will be able to read multi-digit whole numbers using base-ten numerals, number names, and expanded form. 2. Students will be able to write multi-digit whole numbers using base-ten numerals, number names, and expanded form. 3. Students will compare two multi-digit numbers based on meanings of the digits in each place using the greater than, less than, or equal to symbols.	number name Tier 3: expanded form, base-ten numeral, greater than, less than, equal to

Stage 2: Assessment Evidence

Assessments

Comparing Large Numbers
Formative: Test: Standardized

Students are given sets of numbers to compare and must determine which number is larger. Students also must write three numbers that are greater or smaller than a given number by changing only one place value and explaining why their new numbers are greater or smaller than the given number.

Stage 3: Learning Plan

Learning Activities	Resources
Students use what they know from building numbers out of tens, hundreds and thousands to compare numbers. Students should be able to write numbers that are larger or smaller than a given number. Students will eventually move away from concrete representations of number into more abstract forms. Games like "Close to 1000" or "Close to 0" will serve to reinforce these skills.	www.illustrativemathematics.org www.illuminations.nctm.org

Differentiation Opportunities

Use virtual base-ten blocks to help students with comparing numbers.

<< Previous Year

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