Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, October 31, 2012, 10:28AM

Standard/Module: Proficiency in Operations & Alg. Thinking -4.OA.1 (Week 9, 31 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) Links to 4.OA.2 and 4.OA.3

4th Grade Proficiency Map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 4th Grade , Operations & Algebraic Thinking

4.OA Use the four operations with whole numbers to solve problems.

- 1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

Enduring Understandings	Essential Questions
1. A multiplication equation includes at least 2 factors and one product. 2. Factors can be multiplied in any order to receive the same product.	1. What makes up a multiplication equation? 2. What happens to the product when the two factors are switched?

Critical Content

1. Multiplication
2. Equation
3. Difference between an equation and an expression
4. Comparison
5. Factor
6. Product
7. Commutative Property

Skills	Vocabulary
1. Students will understand that a multiplication equation consists of at least two factors and a product. 2. Students will write and identify equations and statements for multiplicative comparisons. 3. Students will recognize that by switching the	Tier 2: multiplication, comparison Tier 3: factor, product, equation, Commutative Property

two factors, the product remains the same. 4. Students will identify the Commutative Property of multiplication.	

Stage 2: Assessment Evidence

Assessments

Assessments
Oral: Presentation

Put students in pairs with a given product and have them prepare a presentation of the different ways factors can be multiplied to get that product.

Stage 3: Learning Plan

Learning Activities	Resources
Students should be given many opportunities to write and identify equations and statements for multiplicative comparisons. It is important that students are provided many opportunities to solve contextual problems.	www.illustrativemathematics.org www.illuminations.nctm.org

Differentiation Opportunities

Manipulatives can be used to show that 2 groups of three items or three groups of two items result in the same number of items.

Smaller products can be used so students can develop a conceptual understanding of the commutative property.

Larger products can be used to challenge students.

<< Previous Year

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