Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, October 31, 2012, 10:06AM

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

Stage 1: Desired Results

Standards Focus

- Major (70%) Connects with 4.NB.2 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.

- 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

Enduring Understandings	Essential Questions
1. The placement of numbers in a multi-digit whole number is very important because it will always have ten times the value as the digit to the right of it.	1. In a multi-digit whole number, what is the pattern between a given digit and the digit to the right?
2. When comparing numbers you have to compare the entire numbers, not just the first digit of each multi-digit number.	2. How do you multiply or divide the value of a digit in a multi-digit number by 10?
	3. Given two numbers, how do you determine which one is bigger?

Critical Content

1. place value
2. multiplication by 10
3. division by 10
4. multi-digit whole number
5. value of a digit
6. digit

Skills	Vocabulary

1. Students will recognize the place value of each digit in a multi-digit number. 2. Students will identify the value of each digit in a multi-digit number. 3. Students will recognize that in a multi-digit number, a digit in one place represents ten times what it represents in the place to its right. 4. Students will recognize that 700 divided by 10 equals 70.	Tier 2: digit, Tier 3: multi-digit whole number, ten times, place value, division, value

Stage 2: Assessment Evidence

Assessments

Missing Place Values
Formative: Test: Standardized

Students fill in missing place values in number sentences in both expanded form and in standard notation.

Stage 3: Learning Plan

Learning Activities	Resources
Students experiment with patterns of ten. Students can "build" large numbers using models of 10, 100 and 1000 using concrete methods, which eventually get dropped for more abstract methods. Students then expand their findings to work on building numbers that are not multiples of ten.	www.illustrativemathematics.org www.illuminations.nctm.org ZOOM! app for the iPad *If You Made a Million* by David Schwartz *How Much Is a Million* by David Schwartz

Differentiation Opportunities

Students work in groups to build large numbers. Students who need enrichment can work on building large numbers that are not multiples of ten and explaining how at least two ways in which the number can be built. Students begin to generalize their work to using numbers without manipulatives.

<< Previous Year

Last Updated: Wednesday, October 24, 2012, 11:03AM

Atlas Version 7.2.6
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