## Common Formative Assessment Plan

| Assessment \# | Level of Understanding | Measurement Topic Proficiency Scale | Type of Assessment Item | \#?s | Criteria Indicating success for level | What is needed for assessment? |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | MA | I can identify the place value of individual digits up to one million. [4.NBT.2] | Exit Slip after lesson 4 | 4 | 3 out of 4 correct on the assessment |  |
| 2 | MA | I can identify the place value of individual digits up to one million. [4.NBT.2] <br> I can compare two multi-digit numbers up to one million and identify whether they are less than, greater than, or equal to another. [4.NBT.2] | Modify exit slip from lesson 5 with additional questions similar to assessment \#1 |  | \#3-3 out of 4 correct \#1 and \#2 - |  |
| 3 | M | I can round the numbers up to one million, to any place value. [4.NBT.3] | Exit Slip after lesson 10 Students will be given two numbers and round them to different places. | 7 | 5 out of 7 |  |
| 4 | M | I can add and subract numbers up to a million [4.NBT.4] | Exit Slip after lesson 12 | 1 | 1 out of 1 |  |
| 5 | M | I can add and subract numbers up to a million [4.NBT.4] | Exit Slip after lesson 16 | 3 | 2 out of 3 |  |
| 6 | M | I can add and subract numbers up to a million [4.NBT.4] | Exit Slip after lesson 19 | 2 | 1 out of 2 |  |


| C | Level | $\begin{gathered} \text { Assessment Type } \\ \text { l=Informal formative } \\ \mathrm{CF}=\text { Common Formative } \\ \mathrm{S} \text { Summative } \\ *=\text { record in Skyward } \\ \hline \end{gathered}$ | Standards @ = powered |  | Topics and Objectives | Dates | Days | Resources on Hand | Resources Needed | Revision Notes |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Place Value | MA | CF \#1 given after lesson 4 | $\begin{aligned} & \text { @ 4.NBT. } 2 \\ & \text { 4.NBT.1 } \\ & \text { @4.0A. } 1 \end{aligned}$ | A | Place Value of Multi-Digit Whole Numbers <br> Lesson 1: Interpret a multiplication equation as a comparison. | 8/19/2013 <br> Cycle 1 <br> Week 1 |  | Lesson 1: <br> (S) Multiply and Divide by 10 Sprint <br> (S) Personal white boards place value chart <br> (T) Base ten disks: ones, tens, hundreds, and thousands <br> (S) Personal white boards |  | Day 1 lesson is taking more time than expected. Students need background knowledge in place value. <br> Goal is for all teachers to be done with lesson 3 or 4 by Wednesday of week 2 |
|  |  |  |  |  | Lesson 2: Recognize a digit represents 10 times the value of what it represents in the place to its right. | $8 / 26 / 2013$ <br> Cycle 1 <br> Week 2 | 2.5 | Lesson 2: <br> (S) Personal white boards with a place value chart to thousands <br> (S) Personal white boards <br> (S) Personal white boards |  |  |
|  |  |  |  |  | Lesson 3: Name numbers within 1 million by building understanding of the place value cart and placement of commas for naming base thousand units. | 8/28/2013 <br> Cycle 1 <br> Week 2 | 2.5 | Lesson 3: <br> (S) Multiply by 3 Sprint <br> (S) Personal white boards with millionplace value chart outline template |  |  |
|  |  |  |  |  | Lesson 4: Read and write multi-digit numbers using base ten numerals, number names, and expanded form. | $9 / 3 / 2013$ <br> Cycle 1 <br> Week 3 |  | Lesson 4: <br> (S) Personal white boards place value chart to the hundred thousands place value chart to the millions (S) Personal white boards |  |  |
| Reteaching and enrichment activities |  |  |  |  |  |  |  |  |  |  |
| Place Value |  | CF \#2 given after lesson 6 | 4.NBT. 2 | B | Comparing Multi-Digit Whole Numbers <br> Lesson 5: Compare numbers based on meanings of the digits, using >,<, or $=$ to record the comparison. | 9/5/2013 Cycle 1 Week 3 | 2 Lesson 5: <br> (S) Multiply by 4 Sprint <br> (S) Personal white boards place value chart <br> (S) Place value boards and markers (or place value disks) |  |  |  |
|  |  |  |  |  | Lesson 6: Find 1, 10, and 100 thousand more and less than a given number. | 9/9/2013 Cycle 1 Week 4 | 2 Lesson 6: Fluency Practice (S) Personal white boards (T) Base ten disks: ones, tens, hundreds, and thousands (S) Personal white boards |  |  |  |
| Place Value | M | CF \#3 given after lesson 10 | @4.NBT.3 | C | Rounding Multi-Digit Whole Numbers <br> Lesson 7: Round multi-digit numbers to the thousands place using the vertical number line. | 9/12/13 Cycle 1 Week 4 |  | Lesson 7: <br> (S) Personal white boards, place value chart to the millions |  |  |
|  |  |  |  |  | Lesson 8: Round multi- digit numbers to any place using the vertical number line. | $9 / 13 / 2013$ <br> Cycle 1 <br> Week 4 |  | Lesson 8: <br> (S) Find the Midpoint Sprint <br> (S) Personal white boards |  |  |
|  |  |  |  |  | Lesson 9: Use place value understanding to round multi-digit numbers to any place value. | 9/17/13 <br> Cycle 1 <br> Week 5 |  | Lesson 9: <br> (S) Personal white boards |  |  |
|  |  |  |  |  | Lesson 10: Use place value understanding to round multi-digit numbers to any place value using real world applications | 9/19/13 <br> Cycle 1 <br> Week 5 |  | Lesson 10: <br> (S) Round to the Nearest 10,000 Sprint <br> S) Personal white boards |  |  |
| Reteaching and Extension activities Cycle 1 Week 6 |  |  |  |  | 9/23/13 |  |  |  |  |  |
| Mid-Module Assessment: Topics A-C (review content 1 day, assessment 1/2 day, return 1/2 day, remediation or further applications 1 day |  |  |  |  |  |  | Cycle 1 Week 6 9/23/13 |  |  |  |
| Addition and Subtraction | M | CF \#4 given after lesson 12 | @ 4.OA. 3 <br> @ 4.NBT. 4 <br> 4.NBT. 1 <br> @ 4.NBT. 2 | D | Multi-Digit Whole Number Addition <br> Lesson 11: Use place value understanding to fluently add multidigit whole numbers using the standrd addition algorith and apply the algorithm to solve word problems using tape diagrams | 9/30/13 <br> Cycle 2 <br> Week 1 |  | Lesson 11 <br> (S) Personal white boards |  |  |
|  |  |  |  |  | Lesson 12: Solve multi-step word problems using the standard addition algorithm modeled with tape diagrams and assess the reasonableness of answers using roinding | 10/2/13 Cycle 2 Week 1 |  | Lesson 12 <br> (S) Personal white boards |  |  |


| C | Level | $\begin{gathered} \text { Assessment Type } \\ \text { =Informal formative } \\ \mathrm{CF}=\text { Common Formative } \\ \mathrm{S}=\text { Summative } \\ \text { = record in Skyward } \\ \hline \end{gathered}$ | Standards @ = powered |  | Topics and Objectives | Dates | Days | Resources on Hand | Resources Needed | Revision Notes |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Place Value | M | CF \#5 given after lesson 16 | @4.NBT. 44. NBT. 14.NBT. 2@4.0A. 3 | E | Multi-Digit Whole Number Subtraction <br> Lesson 13: Use place value understanding to decompose to smaller units once using the standard subtraction algorithm and apply the algorithm to solve word problems using tape diagrams. | 10/7/13 Cycle 2 Week 2 | 2.5 | Lesson 13: <br> (S) Personal white boards <br> (T) Place value chart, disks <br> (S) Personal white board, place value charts, disks <br> Exit Ticket |  |  |
|  |  |  |  |  | Lesson 14: Use place value understanding to decompose to smaller units up to 3 times using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams. | 10/9/13 Cycle 2 Week 2 | 2.5 | Lesson 14: <br> (S) Personal white boards <br> (T) Place value chart, disks <br> (S) Personal white board, place value charts, disks <br> Exit Ticket |  |  |
| Addition and Subtraction |  |  |  |  | Lesson 15: Use place value understanding to fluently decompose to smaller units multiple times in any place using the standard subtraction algorithm, and apply the algorithm to solve word problems using tape diagrams. | 10/15/13 Cycle 2 Week 3 | 2 | Lesson 15: <br> (S) Personal white boards <br> (T) Place value chart, disks <br> (S) Personal white board, place value charts, disks <br> Exit Ticket |  |  |
|  |  |  |  |  | Lesson 16: Solve two-step word problems using the standard subtraction algorithm fluently modeled with tape diagrams and assess the reasonableness of answers using rounding. | 10/17/13 Cycle 2 Week 3 | 2 | Lesson 16: <br> (S) Personal white boards <br> (T) Place value chart, disks <br> (S) Personal white board, place value charts, disks <br> Exit Ticket |  |  |
| Place Value Addition and | M |  | @ 4.OA. 3 <br> 4.NBT. 1 <br> @ 4.NBT. 2 <br> @ 4.NBT. 4 | F | Addition and Subtraction Word Problems <br> Lesson 17: Solve additive compare word problems modeled with tape diagrams. | $10 / 21 / 2013$ <br> Cycle 2 <br> Week 4 |  | Lesson 17: <br> (S) Personal white board, place value chart to the millions <br> (S) Problem Set |  |  |
|  |  |  |  |  | Lesson 18: Solve multi-step word problems modeled with tape diagrams and assess the readonable | $10 / 23 / 2013$ <br> Cycle 2 <br> Week 4 | 2.5 | Lesson 18: <br> (S) Personal white board, place value chart to the millions <br> (S) Problem Set |  |  |
|  |  |  |  |  | Lesson 19: Create and solve multi-step word problems from given tape diagrams and equations. | $10 / 28 / 13$ <br> Cycle 2 <br> Week 5 | 2 | Lesson 19: <br> (S) Personal white board, place value chart to the millions <br> (S) Problem Set |  |  |
| Reteaching and enrichment review activities Cycle 2 Week 5 (last 3 days) |  |  |  |  |  |  |  |  |  |  |
| End-of-Module Assessment: Topics A through F (review content 1-day, assessment $1 / 2$ day, return $1 / 2$ day, remediation or further application 1 day) 3 days Cycle 2 Week 6 11/4/13 |  |  |  |  |  |  |  |  |  |  |

## Common Formative Assessment Plan

| Assessment <br> $\#$ | Assessment <br> Name | Lesson Number | Level of <br> Understanding | Measurement Topic <br> Proficiency Scale | Type of Assessment Item | Criteria Indicating <br> \#?s | success for level |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | |  |
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| 1 |



| Common Formative Assessment Plan |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\underset{\#}{\underset{\#}{\text { Assessment }}}$ | Assessment Name | Lesson Number | Level of Understanding | Measurement Topic Proficiency Scale | Type of Assessment Item | \#?s | Criteria Indicating success for level | Assessment Created? |  |  |
| [10 | Topic A | $\begin{aligned} & \text { Lessons 1, 2, } \\ & 3 \end{aligned}$ |  | I can apply the area formulas for rectangles in real world and word problems. [4.MD.3] <br> I can apply the perimeter formulas for rectangles in real world and mathematical problems. [4.MD.3] <br> I can solve perimeter problems when there is an unknown factor. [4. MD.3] | Exit Slip after lesson 3 (Numbers Changed) | 8 | 6 out of 8 | 3.M3.Topic A CFA |  |  |
|  | Topic B | $\begin{aligned} & \text { Lessons 4, 5, } \\ & 6 \end{aligned}$ |  | I can multiply or divide to solve word problems involving multiplicative comparison. [4.OA.2] <br> I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4.NBT. 5] | Exit Slip after lesson 6(Numbers Changed) |  | 3 out of 5 | 3.M3.TopicB.CFA |  |  |
|  | Topic C | $\begin{aligned} & \text { Lessons } 7,8 \text {, } \\ & 9-10,11 \end{aligned}$ |  | I can multiply or divide to solve word problems involving multiplicative comparison. [4.OA.2] <br> I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4.NBT. 5] | Exit Slip after lesson 11 (2 questions from Lessons 7 \&8, 2 from Lessons 910 and 2 questions from Lesson 11) |  | 4 out of 6 | 3.M3.TopicC CFA |  |  |

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Assessment $\#$ | Assessment Name | Lesson <br> Number | Level of Understanding |  | Measurement Topic Proficiency Scale | Type of Assessment Item | \#?s | Criteria Indicating success for level | Assessment Created? |  |
| 1 | Topic G | Lesson 30-33 |  |  | can solve multistep word problems posed with whole numbers using the four operations. [4 OA.3] <br> can use estimation, rounding or mental math strategies to check my answer. [4 OA.3] <br> can interpret remainders in word problems. [4 OA.3] | Exit Ticket (Numbers Changed) Lessons 30-33 | 7 | 5 out of 7 |  |  |
| 2 | Topic H | Lesson 34 |  |  | can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4 NBT. 5] | Exit Ticket after 34 add 1 word problem | 3 | 2 out of 3 |  |  |
| 3 |  | Lesson 35 |  |  | I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4 NBT. 5] <br> I can solve multistep word problems posed with whole numbers using the four operations. [4 OA.3] | Exit Ticket after 35 add 1 word problem | 3 | 2 out of 3 |  |  |
| 4 |  | Lesson 36 |  |  | I can explain my calculations using strategies based on place value, properties of operations, equations and/or models. [4 NBT. 5] <br> I can solve multistep word problems posed with whole numbers using the four operations. [4 OA.3] | Exit Ticket after 36 add 1 word problem |  | 2 out of 3 |  |  |
| 5 |  | Lesson 37-38 |  |  |  |  |  |  |  |  |


| ; / | Level | $\begin{gathered} \text { Assessment Type } \\ \text { 1=Informal formative } \\ \text { CF=Common Formative } \\ \text { S=Summative } \\ \text { =record in Skyward } \\ \hline \end{gathered}$ | Standards @ = powered |  | Topics and Objectives | Dates | Days | Resources | Revision Notes |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Multiplication and Division | $\begin{aligned} & M A \\ & M \\ & M \\ & M \end{aligned}$ | CF \# 1 given after Lesson 3 | 4.0A. 1 <br> @4.OA. 2 <br> @4.MD. 3 <br> @4.OA. 3 | A | Multiplicative Comparison Word Problems Lesson 1: Investigate and use the formulas for area and perimeter of rectangles. | $11 / 11 / 13$ <br> C3W1 | 2 |  |  |
| Area |  |  |  |  | Lesson 2: Solve multiplicative comparison word problems by applying the area and perimeter formulas. | $\begin{aligned} & \text { 11/13/2013 } \\ & \text { C3W1 } \end{aligned}$ | 2 |  |  |
|  |  |  |  |  | Lesson 3: Demonstrate understanding of area and perimeter formulas by solving multi-step real world | $\begin{aligned} & \text { 11/18/13 } \\ & \text { C3W2 } \end{aligned}$ | 2 |  |  |
| Multiplication and Division | $\begin{aligned} & M \\ & M A \\ & M \end{aligned}$ | CF \#2 given after lesson 6 | @4.NBT. 5 <br> 4.OA. 1 <br> @4.OA. 2 <br> 4.NBT. 1 | B | Multiplication by 10, 100, and 1,000 Lesson 4: Interpret and represent patterns when multiplying by 10,100 , and 1,000 in arrays and numerically. | $\begin{aligned} & \text { 11/20/13 } \\ & \text { C3W2 } \end{aligned}$ | 2 |  |  |
|  |  |  |  |  | Lesson 5: Multiply multiples of 10, 100, and 1,000 by single digits, recognizing patterns. | $\begin{aligned} & 12 / 2 / 13 \\ & \text { C3W3 } \end{aligned}$ | 2 |  |  |
|  |  |  |  |  | Lesson 6: Multiply two-digit multiples of 10 by twodigit multiples of 10 with the area model. | $\begin{aligned} & \text { 12/4/13 } \\ & \text { C3W3 } \end{aligned}$ | 2 |  |  |
| CFA: Topics A-C (1 Day Review, Assessment 1 day Cycle 3 Week 6 12/18/13 Use CFA's A-C change numbers |  |  |  |  |  |  |  |  |  |
| Multiplication and Division | $\begin{aligned} & M \\ & M \end{aligned}$ | CF\#3 Given after lesson 11 | @4.NBT. 5 <br> @4.OA. 2 <br> 4.NBT. 1 | C | Multiplication of up to Four Digits by Single-Digit Numbers Lesson 7: Use place value disks to represent two-digit by one-digit multiplication. | $\begin{aligned} & 1 / 8 / 14 \\ & \text { C4W1 } \end{aligned}$ | 2 |  |  |
|  |  |  |  |  | Lesson 8: Extend the use of place value disks to represent three- and four-digit by one-digit multiplication. | $\begin{aligned} & 1 / 10 / 14 \\ & \text { C4W1 } \end{aligned}$ | 1 |  |  |
|  |  |  |  |  | Lessons 9-10: Multiply three- and four-digit numbers by one-digit numbers applying the standard algorithm. | $\begin{aligned} & 1 / 13 / 14 \\ & \text { C4W2 } \end{aligned}$ | 2 |  |  |
|  |  |  |  |  | Lesson 11: Connect the area model and the partial products method to the standard algorithm. | $\begin{aligned} & 1 / 16 / 14 \\ & \text { C4W2 } \end{aligned}$ | 2 |  |  |
| Multiplication and Division | $\begin{aligned} & M A \\ & M \\ & M \\ & M \end{aligned}$ |  | 4.OA. 1 <br> @4.OA. 2 <br> @4.OA. 3 <br> @4.NBT. 5 | D | Multiplication Word Problems <br> Lesson 12: Solve two-step word problems, including multiplicative comparison. | $\begin{aligned} & 1 / 21 / 14 \\ & \text { C4W3 } \end{aligned}$ | 2 |  |  |
|  |  |  |  |  | Lesson 13: Use multiplication, addition, or subtraction to solve multi-step word problems. | $\begin{aligned} & 1 / 23 / 14 \\ & \text { C4W3 } \end{aligned}$ | 2 |  |  |
| Mid-Module Assessment: Topics A-D (review 1 |  |  | day, assessmen <br> 4.NBT. 6 <br> @4.OA. 3 | 1/2 | day, return $1 / 2$ day) C4W4 1 day to review concepts learned b | efore winter | break |  |  |
| Multiplication and Division | M |  |  | E | Division of Tens and Ones with Successive Remainders Lesson 14 Solve division word problems with remainders. | $\begin{aligned} & 1 / 29 / 14 \\ & \text { C4W4 } \end{aligned}$ | 2 |  |  |
| Expressions and Equations | M |  |  |  | Lesson 15: Understand and solve division problems with a remainder using the array and area models. | $\begin{aligned} & 1 / 31 / 14 \\ & \text { C4W4 } \end{aligned}$ | 2 |  |  |



| .; | Level | $\begin{gathered} \text { Assessment Type } \\ \text { I=Informal formative } \\ C F=\text { Common Formative } \\ \text { S=Summative } \\ \text { *=record in Skyward } \end{gathered}$ | Standards @ = powered |  | Topics and Objectives | Dates | Days | Resources | Revision Notes |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Multiplication and Division | M |  | @4.NBT. 5 <br> @4.OA. 3 <br> @4.MD. 3 | H | Multiplication of Two-Digit by Two-Digit Numbers Lesson 34: Multiply two-digit multiples of 10 by twodigit numbers using a place value chart. |  | $\begin{array}{r} 4 \\ \text { (ISAT) } \end{array}$ |  |  |
| Expressions and Equations | M |  |  |  | Lesson 35: Multiply two-digit multiples of 10 by twodigit numbers using the area model. |  | $\begin{array}{r} 4 \\ \text { (ISAT) } \end{array}$ |  |  |
| Area | M |  |  |  | Lesson 36: Multiply two-digit by two-digit numbers using four partial products. |  | 5 |  |  |
|  |  |  |  |  | Lessons 37-38: $\quad$ Transition from four partial products to the standard algorithm for two-digit by two-digit multiplication. |  | 5 |  |  |

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## Common Formative Assessment Plan

| Assessment \# | Assessment Name | Lesson Number | Level of Understanding | Measurement Topic Proficiency Scale | Type of Assessment Item | \#?s | Criteria Indicating success for level | Assessment Created? |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Topic A | $\begin{aligned} & \text { Lesson } 1 \& 2,3,4,5 \text {, } \\ & 6 \end{aligned}$ | 2 | * recognize and generate equivalent fractions [4.NF.A.1] | Exit Slip after Lesson 6 CFA | 2 | 1 out of 2 | Provided in Module |
| 2 | Topic B | Lesson 7, 8, 9, 10, 11 | 2 | * recognize and generate equivalent fractions [4.NF.A.1] | Exit Slip after Lesson 11 CFA | 2 | 1 out of 2 | Provided in Module |
| 3 | Topic C | Lesson 12 \& 13 | 2 | * recognize and generate equivalent fractions [4.NF.A.1] | Exit Slip After Lesson 13 CFA | 2 | 1 out of 2 | Provided in Module |
| 4 | Common Assessment | Review/Common Assessment | 3 | * recognize and generate equivalent fractions [4.NF.A.1] | Common Assessment CFA | 25 | depends based on questions answered correctly. See rubric | Yes |
| 5 | Topic C | Lesson 14, 15 | 2 | * recognize and generate equivalent fractions [4.NF.A.1] | Exit Slip after lesson 15 CFA | 2 | 1 out of 2 | Provided in Module |
| 6 | Topic D | Lesson 16, 17, 20-21 | 2 | * recognize and generate equivalent fractions [4.NF.A.1] I can solve word problems involving addition and subtraction of fractions using drawings, pictures and equations. [4 NF.3d] | Exit slip after lesson 21 CFA | 2 | 1 out of 2 | Provided in Module |
| 7 | Topic E | $\begin{aligned} & \text { Lesson 22, 24, 25, 26, } \\ & 28 \end{aligned}$ |  | * recognize and generate equivalent fractions [4.NF.A.1] I can compare two fractions with different numerators and different denominators by using <, >, and =, and justify the comparison. [4 NF.2] <br> * describe addition and subtraction of fractions as joining and seperating parts of the same whole. [4.NF.3a] <br> * decompose a fraction into a sum of fractions with the same denominator. [4.NF.3b] I can add and subtract mixed numbers with like denominators. [4 NF.3c] <br> I can solve word problems involving addition and subtraction of fractions using drawings, pictures and equations. [4 NF. 3 d] | Exit slip after lesson 28 CFA | 2 | 1 out of 2 | Provided in Module |
|  | Topic F | $\begin{aligned} & \text { Lesson 29, 30, 31, 32, } \\ & 34 \end{aligned}$ |  | I can add and subtract mixed numbers with like denominators. [4 NF.3c] I can solve word problems involving addition and subtraction of fractions using drawings, pictures and equations. [4 NF.3d] * make a line plot of measurement data in fractions of a unit (1/2, 1/4, 1/8) [4.MD.B.4] | Exit slip after lesson 34 CFA | 2 | 1 out of 2 | Provided in Module |


|  | Topics A-F | End of Module Assessment |  | * recognize and generate equivalent fractions [4.NF.A.1] I can compare two fractions with different numerators and different denominators by using <, >, and =, and justify the comparison. [4 NF.2] <br> * describe addition and subtraction of fractions as joining and seperating parts of the same whole. [4.NF.3a] | End of Module Assessment CFA | 15-16 | depends based on questions answered correctly. See rubric | Yes |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | * decompose a fraction into a sum of fractions with the same denominator. [4.NF.3b] I can add and subtract mixed numbers with like denominators. [4 NF.3c] |  |  |  |  |
|  |  |  |  | I can solve word problems involving addition and subtraction of fractions using drawings, pictures and equations. [4 NF.3d] |  |  |  |  |


| Proficiency Scale | Level | Standards @ = powered | Topics and Objectives |  | Days Needed | Revisic Notes |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Adding and | 2 | @4.NF.3b | A | Decomposition and Fraction Equivalence |  |  |  |
| Subtracting | 2 | @4.NF.4a |  |  |  |  |  |
| Fractions | 2 | @4.NF.3a |  |  |  |  |  |
|  |  |  |  | Lessons 1-2: Decompose fractions as a sum of unit fractions using tape diagrams. |  |  |  |
|  |  |  |  | Lesson 3: Decompose non-unit fractions and represent them as a whole number times a unit fraction using tape diagrams. |  |  |  |
|  |  |  |  | Lesson 4: Decompose fractions into sums of smaller unit fractions using tape diagrams. |  |  |  |
| Dividing Fractions |  |  |  |  |  |  |  |
|  |  |  |  | Lesson 5: Decompose unit fractions using area models to show equivalence. |  |  |  |
|  |  |  |  | Lesson 6: Decompose fractions using area models to show equivalence. |  |  |  |
| Fractions | $\begin{aligned} & 2 \\ & 2 \end{aligned}$ | @4.NF. 1 <br> @4.NF.3b | B | Fraction Equivalence Using Multiplication and Division |  |  |  |
|  |  |  |  | Lessons 7-8: Use the area model and multiplication to show the equivalence of two fractions. |  |  |  |
| Adding and <br> Subtracting <br> Fractions |  |  |  | Lessons 9-10: Use the area model and division to show the equivalence of two fractions. |  |  |  |
|  |  |  |  | Lesson 11: Explain fraction equivalence using a tape diagram and the number line, and relate that to the use of multiplication and division. |  |  |  |
| Fractions | 3 | @4.NF. 2 | C | Fraction Comparison |  |  |  |
|  |  |  |  | Lessons 12-13: Reason using benchmarks to compare two fractions on the number line. |  |  |  |
|  |  |  |  | Lessons 14-15: Find common units or number of units to compare two fractions. |  |  |  |
| Adding and Subtracting Fractions | $\begin{gathered} 2 \\ 3 \\ 2 \\ \text { na } \end{gathered}$ | $\begin{aligned} & \text { @4.NF.3a } \\ & \text { @4.NF.3d } \\ & \text { @4.NF. } 1 \\ & \text { 4.MD.2 } \end{aligned}$ | D | Fraction Addition and Subtraction |  |  |  |
|  |  |  |  | Lesson 16: Use visual models to add and subtract two fractions with the same units. |  |  |  |
|  |  |  |  | Lesson 17: Use visual models to add and subtract two fractions with the same units, including subtracting from one whole. |  |  |  |
| Fractions |  |  |  | Lesson 18: Add and subtract more than two fractions. |  |  |  |
|  |  |  |  | Lesson 19: Solve word problems involving addition and subtraction of fractions. |  |  |  |
| Measurement (not powered) |  |  |  | Lessons 20-21: Use visual models to add two fractions with related units using the denominators $2,3,4,5,6,8,10$, and 12. |  |  |  |
| Fractions | $\begin{gathered} 2 \\ 3 \\ 2,3 \\ 2 \\ 2 \\ \text { na } \end{gathered}$ | @4.NF. 1 <br> @4.NF. 2 <br> @4.NF. 3 <br> 4.NBT. 6 <br> @4.NF.4a <br> 4.MD. 4 | E | Extending Fraction Equivalence to Fractions Greater than 1 |  |  |  |
|  |  |  |  | Lesson 22: $\quad$ Add a fraction less than 1 to, or subtract a fraction less than 1 from, a whole number using decomposition and visual models. |  |  |  |
| Multiplying and Dividing Fractions |  |  |  | Lesson 23: Add and multiply unit fractions to build fractions greater than 1 using visual models. |  |  |  |
|  |  |  |  | Lessons 24-25: Decompose and compose fractions greater than 1 to express them in various forms. |  |  |  |
|  |  |  |  | Lesson 26: Compare fractions greater than 1 by reasoning using benchmark fractions. |  |  |  |
|  |  |  |  | Lesson 27: Compare fractions greater than 1 by creating common numerators or denominators. |  |  |  |
|  |  |  |  | Lesson 28: Solve word problems with line plots. |  |  |  |



| Common Formative Assessment Plan |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Assessment \# | Assessment Name | Lesson Number | Level of Understanding | Measurement Topic Proficiency Scale | Type of Assessment Item | \#?s | Criteria Indicating success for level | Assessment Created? |
| 1 | Topic B | Lesson 4, 5, 6 |  | I can add two fractions with denominators 10 and 100 by making the denominators equivalent. [4.NF.5] * rename and recognize a fraction with denominator 10 as a fraction with a denominator of 100 . [4.NF.5] <br> * Use decimal notation for fractions with denominators of 10 or 100 [4.NF.C.6] | Exit Slip after Lesson 6 CFA | 4 | 3 out of 4 correct | Provided in Module |
| 2 | Topic C | Lesson 9, 10, 11 |  | I can compare two decimals to the hundredths and justify my answer. [4 NF.7] | Exit Slip after Lesson 11 CFA | 6 | 4 out of 6 correct | Provided in Module |
|  | Common Assessment | Review/Common Assessment |  | I can add two fractions with denominators 10 and 100 by making the denominators equivalent. [4.NF.5] * rename and recognize a fraction with denominator 10 as a fraction with a denominator of 100. [4.NF.5] <br> * Use decimal notation for fractions with denominators of 10 or 100 [4.NF.C.6] I can compare two decimals to the hundredths and justify my answer. [4 NF.7] | Common Assessment Cycle 6 CFA | ? | depends based on questions answered correctly. See rubric | to be created |


| Proficiency Scale | Level | Standards @ = powered | Topics and Objectives |  | Days Needed | Revisic Notes |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Decimal Concepts | $\begin{gathered} 2 \\ 2 \\ \text { na } \end{gathered}$ | $\begin{aligned} & \text { @4.NF. } 6 \\ & \text { 4.NBT. } 1 \\ & \text { 4.MD. } 1 \end{aligned}$ | A | Exploration of Tenths |  |  |
|  |  |  |  | Lesson 1: Use metric measurement to model the decomposition of one whole into tenths. |  |  |
| Place Value |  |  |  | Lesson 2: Use metric measurement and area models to represent tenths as fractions greater than 1 and decimal numbers. |  |  |
| Measurement (not powered) |  |  |  | Lesson 3: Represent mixed numbers with units of tens, ones, and tenths with number disks, on the number line, and in expanded form. |  |  |
| Decimal Concepts | $\begin{gathered} \text { na } \\ 2 \\ 2 \\ 2 \\ 3 \\ \text { na } \end{gathered}$ | 4.NF. 5 <br> @4.NF. 6 <br> 4.NBT. 1 <br> 4.NF. 1 <br> @4.NF. 7 <br> 4.MD. 1 | B | Tenths and Hundredths |  |  |
|  |  |  |  | Lesson 4: Use meters to model the decomposition of one whole into hundredths. Represent and count hundredths. |  |  |
|  |  |  |  | Lesson 5: Model the equivalence of tenths and hundredths using the area model and number disks. |  |  |
| Place Value |  |  |  | Lesson 6: Use the area model and number line to represent mixed numbers with units of ones, tenths, and hundredths in fraction and decimal forms. |  |  |
|  |  |  |  | Lesson 7: Model mixed numbers with units of hundreds, tens, ones, tenths, and hundredths in expanded form and on the place value chart. |  |  |
|  |  |  |  | Lesson 8: Use understanding of fraction equivalence to investigate decimal numbers on the place value chart expressed in different units. |  |  |
| Decimal Concepts | $\begin{gathered} 3 \\ \text { na } \\ \text { na } \end{gathered}$ | $\begin{aligned} & \text { @4.NF. } 7 \\ & \text { 4.MD. } 1 \\ & \text { 4.MD. } 2 \end{aligned}$ | C | Decimal Comparison |  |  |
|  |  |  |  | Lesson 9: Use the place value chart and metric measurement to compare decimals and answer comparison questions. |  |  |
| Measurement (not powered) |  |  |  | Lesson 10: Use area models and the number line to compare decimal numbers, and record comparisons using <, >, and $=$. |  |  |
|  |  |  |  | Lesson 11: Compare and order mixed numbers in various forms. |  |  |
| Decimal Concepts | $\begin{gathered} \text { na } \\ 2 \\ 3 \\ \text { na } \end{gathered}$ | 4.NF. 5 <br> @4.NF. 6 <br> @4.NF.3c <br> 4.MD. 1 | D | Addition with Tenths and Hundredths |  |  |
|  |  |  |  | Lesson 12: Apply understanding of fraction equivalence to add tenths and hundredths. |  |  |
| Adding and Subtracting Fractions |  |  |  | Lesson 13: Add decimal numbers by converting to fraction form. |  |  |
| Measurement (not powered) |  |  |  | Lesson 14: Solve word problems involving the addition of measurements in decimal form. |  |  |
| Decimal Concepts | $\begin{gathered} \text { na } \\ \text { na } \\ 2 \end{gathered}$ | $\begin{aligned} & \text { 4.MD. } 2 \\ & \text { 4.NF. } 5 \\ & \text { 4.NF. } 6 \end{aligned}$ | E | Money Amounts as Decimal Numbers |  |  |
|  |  |  |  | Lesson 15: Express money amounts given in various forms as decimal numbers. |  |  |
| Adding and Subtracting Fractions |  |  |  | Lesson 16: Solve word problems involving money. |  |  |
| Measurement (not powered) |  |  |  |  |  |  |


| Proficiency Scale | Level | Standards @ = powered | Topics and Objectives |  | Days Needed | Revision Notes |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Multiplication and Division | $\begin{gathered} 2 \\ 3 \\ 3 \\ \text { na } \\ 3 \\ \text { na } \end{gathered}$ | 4.OA. 1 @4.OA. 2 4.MD. 1 @4.NBT. 5 4.MD. 2 | A | Measurement Conversion Tables |  |  |  |  |
| $\frac{\text { Measurement (not }}{\text { powered) }}$ |  |  |  | Lessons 1-2: Create conversion tables for length, weight, and capacity units using measurement tools, and use the tables to solve problems. <br> Lesson 3: Create conversion tables for units of time, and use the tables to solve problems. |  |  |  |  |
|  |  |  |  | Lesson 4: Solve multiplicative comparison word problems using measurement conversion tables. <br> Lesson 5: Share and critique peer strategies. |  |  |  |  |
| Multiplication and Division | $\begin{gathered} 3 \\ 3 \\ \text { na } \\ \text { na } \\ 3 \\ 2 \end{gathered}$ | @4.OA. 2 <br> @4.OA. 3 <br> 4.MD. 1 <br> 4.MD. 2 <br> @4.NBT. 5 <br> 4.NBT. 6 | B | Problem Solving with Measurement |  |  |  |  |
|  |  |  |  | Lesson 6: Solve Problems involving mixed units of capacity. |  |  |  |  |
|  |  |  |  | Lesson 7: Solve problems involving mixed units of length. |  |  |  |  |
| Measurement (not powered) |  |  |  | Lesson 8: Solve problems involving mixed units of weight. |  |  |  |  |
|  |  |  |  | Lesson 9: Solve problem involving mixed units of time. |  |  |  |  |
|  |  |  |  | Lessons 10-11: Solve multi-step measurement word problems. |  |  |  |  |
| Multiplication and Division | $\begin{gathered} 3 \\ \text { na } \\ \text { na } \\ 3 \\ 2 \end{gathered}$ | @4.OA. 3 <br> 4.MD. 1 <br> 4.MD. 2 <br> @4.NBT. 5 <br> 4.NBT. 6 | C | Investigation of Measurements Expressed as Mixed Numbers |  |  |  |  |
| Measurement (not powered) |  |  |  | Lessons 12-13: Use measurement tools to convert mixed number measurements to smaller units. Lesson 14: Solve multi-step word problems involving converting mixed number measurements to a single unit. |  |  |  |  |


| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| January 20-24 | G4W3 | No schoot | Topic D Lesson 12 Objective: Solve two-step word problems, including multiplicativeeomparison. | Topic D Lesson 13 Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Fopic ELesson 14 Objective: Solve division word problems with remainders. | Topic E Lesson 15 Objective:Understand and solve-division problems with aremainder using the array and areamodels. | A3: 11-16 |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Topic E Lesson 20 \& 21 |  |
|  | C4W6 | Topic E Lesson 20 \& 21 | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |
| February 3-7 | G4W6 | Topic GLesson 27 <br> Objective: <br> Represent and <br> solve division <br> problems with up <br> to a three-digit <br> dividend <br> numerically and <br> with number disks <br> requiring <br> decomposing a- <br> remainder in the- <br> hundreds place. | Fopic G Lesson 28 Objective: Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 numerically. Lesson 29: Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing a remainder up to three times. | Topic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with azero in the quotient. | Topic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Topic G Lessen 26 Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |


| February 10-14 | C4W6 | Fopic HLesson 35 Objective: Mulliply two-digit multiples of 10 by two-digit numbers using the area model. | Fopic H Lesson 36 Objective: Mulltiply two-digit by twodigit numbersusing four partial products. |  | Fopic HLessen 38 <br> Objective: <br> Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Common Assessment | M3: 3138 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| January 20-24 | C4W3 | No school | Fopic Lesson 12 Objective: Solve two-step word problems, including multiplicative comparison. | Fopic D Lesson 13 Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Fopic E Lesson 14 Objective: Solvedivision word problems with remainders. | Fopic ELesson 15 <br> Objective:Understand and solve division problems with a remainder using the array and area models. | M3: 11-16 |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Topic E Lesson 20 $\& 21$ |  |
|  | C4W6 | ```Topic E Lesson 20 &21``` | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |


| February 3-7 | G4W6 | Fopic GLesson 27 <br> Objective: <br> Represent and <br> solve division <br> problems with up <br> to a three-digit <br> divident <br> numerically and <br> with number disks- <br> requiring <br> decomposing a <br> remainder in the- <br> hundreds place. | Fopic GLesson 28 Objective:Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 numerically. Lesson 29: Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing aremainder up to three times. | Fopic G Lesson 30 Objective: Solve division problems with a zero in the dividend of with azero in the quotient. | Topic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic G Lesson 26 Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| February 10-14 | G4W6 | Topic H Lesson 35 Objective: Multiply two-digit multiples of 10 by two-digit numbers using thearea modet. | Topic H Lesson 36 Objective: Multiply two-digit by twodigit numbers using four partial products. |  | Fopic HLesson 38 Objective:Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Gommon Assessment | M3: 3138 |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| January 20-24 | G4W3 | No-schoot | Fopic Lesson 12 Objective: Solve two-step word problems, including multiplicativecomparison. | Fopic - <br> Lesson 13 <br> Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Topic E Lesson 14 Objective: Solve division word problems with remainders. | Fopic E Lesson 15 Objective: Understand and solve division problems with aremainder using the array and areamodels. | M3: 11-16 |


|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 <br> Objective: Explain remainders by using place value understanding and models. | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C4W6 | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |
| February 3-7 | G4N6 | Fopic GLesson 27 <br> Objective:- <br> Represent and solve division problems with up to a three-digit dividend numerically and with number disks requiring decomposing a remainder in thehundreds place. | Topic G Lesson 28 Objective: <br> Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 <br> numerically. <br> Lesson 29: <br> Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing a remainder up to three times. | Fopic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with azero in thequotient. | Fopic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic $G$ Lesson 26 Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |
| February 10-14 | C4W6 | Fopic HLesson 35 Objective: Multiply two-digit multiplesof 10 by two-digit numbers using the area model. | Fopic HLesson 36 Objective: Multiply two-digit by twodigit numbers using four partial products. |  | Fopic HLesson 38 Objective: Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Common Assessment | M3: 3138 |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |


| January 20-24 | C4W3 | No school | Fopic Lesson 12 Objective: Solve-two-step word problems, including multiplicativecomparison. | Fopic Lesson 13 Objective: Usemultiplication, addition, of subtraction to solve multi-step word problems. | Fopic ELesson 14 Objective: Solve division word problems with remainders. | Fopic ELesson 15 Objective:Understand and solve division problems with a remainder using the array and area models. | M3: 11-16 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ |  |
|  | C4W6 | Topic E Lesson 20 \& 21 | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |
| February 3-7 | G4W6 | Topic G Lesson 27 <br> Objective: <br> Represent and solve division problems with up to a three-digit dividend numerically and with number disksrequiring decomposing a remainder in thehundreds place. | Fopic G Lessen 28 <br> Objective:- <br> Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 numerically. Lesson 29: Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing aremainder up to three times. | Fopic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with azero in the quotient. | Fopic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic G <br> Lesson 26 <br> Objective: Divide- <br> multiples of 10 , <br> 100 , and 1,000 by <br> single-digit <br> numbers. |


| February 10-14 | C4W6 | Fopic HLesson 35 Objective: Mulliply two-digit multiples of 10 by two-digit numbers using the area model. | Fopic H Lesson 36 Objective: Mulltiply two-digit by twodigit numbersusing four partial products. |  | Fopic HLessen 38 <br> Objective: <br> Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Common Assessment | M3: 3138 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| January 20-24 | C4W3 | No school | Fopic Lesson 12 Objective: Solve two-step word problems, including multiplicative comparison. | Fopic D Lesson 13 Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Fopic E Lesson 14 Objective: Solvedivision word problems with remainders. | Fopic ELesson 15 <br> Objective:Understand and solve division problems with a remainder using the array and area models. | M3: 11-16 |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Topic E Lesson 20 $\& 21$ |  |
|  | C4W6 | ```Topic E Lesson 20 &21``` | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |


| February 3-7 | G4W6 | Fopic GLesson 27 <br> Objective: <br> Represent and <br> solve division <br> problems with up <br> to a three-digit <br> divident <br> numerically and <br> with number disks- <br> requiring <br> decomposing a <br> remainder in the- <br> hundreds place. | Fopic GLesson 28 Objective:Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 numerically. Lesson 29: Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing aremainder up to three times. | Fopic G Lesson 30 Objective: Solve division problems with a zero in the dividend of with azero in the quotient. | Topic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic G Lesson 26 Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| February 10-14 | G4W6 | Topic H Lesson 35 Objective: Multiply two-digit multiples of 10 by two-digit numbers using thearea modet. | Topic H Lesson 36 Objective: Multiply two-digit by twodigit numbers using four partial products. |  | Fopic HLesson 38 Objective:Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Gommon Assessment | M3: 3138 |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| January 20-24 | G4W3 | No-schoot | Fopic Lesson 12 Objective: Solve two-step word problems, including multiplicativecomparison. | Fopic - <br> Lesson 13 <br> Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Topic E Lesson 14 Objective: Solve division word problems with remainders. | Fopic E Lesson 15 Objective: Understand and solve division problems with aremainder using the array and areamodels. | M3: 11-16 |


|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 <br> Objective: Explain remainders by using place value understanding and models. | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C4W6 | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |
| February 3-7 | G4N6 | Fopic GLesson 27 <br> Objective:- <br> Represent and solve division problems with up to a three-digit dividend numerically and with number disks requiring decomposing a remainder in thehundreds place. | Topic G Lesson 28 Objective: <br> Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 <br> numerically. <br> Lesson 29: <br> Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing a remainder up to three times. | Fopic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with azero in thequotient. | Fopic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic $G$ Lesson 26 Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |
| February 10-14 | C4W6 | Fopic HLesson 35 Objective: Multiply two-digit multiplesof 10 by two-digit numbers using the area model. | Fopic HLesson 36 Objective: Multiply two-digit by twodigit numbers using four partial products. |  | Fopic HLesson 38 Objective: Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Common Assessment | M3: 3138 |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |


| January 20-24 | C4W3 | No school | Fopic Lesson 12 Objective: Solve-two-step word problems, including multiplicativecomparison. | Fopic Lesson 13 Objective: Usemultiplication, addition, of subtraction to solve multi-step word problems. | Fopic ELesson 14 Objective: Solve division word problems with remainders. | Fopic ELesson 15 Objective:Understand and solve division problems with a remainder using the array and area models. | M3: 11-16 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ |  |
|  | C4W6 | Topic E Lesson 20 \& 21 | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |
| February 3-7 | G4W6 | Topic G Lesson 27 <br> Objective: <br> Represent and solve division problems with up to a three-digit dividend numerically and with number disksrequiring decomposing a remainder in thehundreds place. | Fopic G Lessen 28 <br> Objective:- <br> Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 numerically. Lesson 29: Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing aremainder up to three times. | Fopic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with azero in the quotient. | Fopic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic G <br> Lesson 26 <br> Objective: Divide- <br> multiples of 10 , <br> 100 , and 1,000 by <br> single-digit <br> numbers. |


| February 10-14 | C4W6 | Fopic HLesson 35 Objective: Mulliply two-digit multiples of 10 by two-digit numbers using the area model. | Fopic H Lesson 36 Objective: Mulltiply two-digit by twodigit numbersusing four partial products. |  | Fopic HLessen 38 <br> Objective: <br> Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Common Assessment | M3: 3138 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| January 20-24 | C4W3 | No school | Fopic Lesson 12 Objective: Solve two-step word problems, including multiplicative comparison. | Fopic D Lesson 13 Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Fopic E Lesson 14 Objective: Solvedivision word problems with remainders. | Fopic ELesson 15 <br> Objective:Understand and solve division problems with a remainder using the array and area models. | M3: 11-16 |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Topic E Lesson 20 $\& 21$ |  |
|  | C4W6 | ```Topic E Lesson 20 &21``` | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |


| February 3-7 | G4W6 | Fopic GLesson 27 <br> Objective: <br> Represent and <br> solve division <br> problems with up <br> to a three-digit <br> divident <br> numerically and <br> with number disks- <br> requiring <br> decomposing a <br> remainder in the- <br> hundreds place. | Fopic GLesson 28 Objective:Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 numerically. Lesson 29: Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing aremainder up to three times. | Fopic G Lesson 30 Objective: Solve division problems with a zero in the dividend of with azero in the quotient. | Topic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic G Lesson 26 Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| February 10-14 | G4W6 | Topic H Lesson 35 Objective: Multiply two-digit multiples of 10 by two-digit numbers using thearea modet. | Topic H Lesson 36 Objective: Multiply two-digit by twodigit numbers using four partial products. |  | Fopic HLesson 38 Objective:Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Gommon Assessment | M3: 3138 |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| January 20-24 | G4W3 | No-schoot | Fopic Lesson 12 Objective: Solve two-step word problems, including multiplicativecomparison. | Fopic - <br> Lesson 13 <br> Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Topic E Lesson 14 Objective: Solve division word problems with remainders. | Fopic E Lesson 15 Objective: Understand and solve division problems with aremainder using the array and areamodels. | M3: 11-16 |


|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 <br> Objective: Explain remainders by using place value understanding and models. | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C4W6 | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |
| February 3-7 | G4N6 | Fopic GLesson 27 <br> Objective:- <br> Represent and solve division problems with up to a three-digit dividend numerically and with number disks requiring decomposing a remainder in thehundreds place. | Topic G Lesson 28 Objective: <br> Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 <br> numerically. <br> Lesson 29: <br> Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing a remainder up to three times. | Fopic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with azero in thequotient. | Fopic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic $G$ Lesson 26 Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |
| February 10-14 | C4W6 | Fopic HLesson 35 Objective: Multiply two-digit multiplesof 10 by two-digit numbers using the area model. | Fopic HLesson 36 Objective: Multiply two-digit by twodigit numbers using four partial products. |  | Fopic HLesson 38 Objective: Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Common Assessment | M3: 3138 |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |


| January 20-24 | C4W3 | No school | Fopic Lesson 12 Objective: Solve-two-step word problems, including multiplicativecomparison. | Fopic Lesson 13 Objective: Usemultiplication, addition, of subtraction to solve multi-step word problems. | Fopic ELesson 14 Objective: Solve division word problems with remainders. | Fopic ELesson 15 Objective:Understand and solve division problems with a remainder using the array and area models. | M3: 11-16 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ |  |
|  | C4W6 | Topic E Lesson 20 \& 21 | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |
| February 3-7 | G4W6 | Topic G Lesson 27 <br> Objective: <br> Represent and solve division problems with up to a three-digit dividend numerically and with number disksrequiring decomposing a remainder in thehundreds place. | Fopic G Lessen 28 <br> Objective:- <br> Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 numerically. Lesson 29: Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing aremainder up to three times. | Fopic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with azero in the quotient. | Fopic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic G <br> Lesson 26 <br> Objective: Divide- <br> multiples of 10 , <br> 100 , and 1,000 by <br> single-digit <br> numbers. |


| February 10-14 | C4W6 | Fopic HLesson 35 Objective: Mulliply two-digit multiples of 10 by two-digit numbers using the area model. | Fopic H Lesson 36 Objective: Mulltiply two-digit by twodigit numbersusing four partial products. |  | Fopic HLessen 38 <br> Objective: <br> Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Common Assessment | M3: 3138 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| January 20-24 | C4W3 | No school | Fopic Lesson 12 Objective: Solve two-step word problems, including multiplicative comparison. | Fopic D Lesson 13 Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Fopic E Lesson 14 Objective: Solvedivision word problems with remainders. | Fopic ELesson 15 <br> Objective:Understand and solve division problems with a remainder using the array and area models. | M3: 11-16 |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Topic E Lesson 20 $\& 21$ |  |
|  | C4W6 | ```Topic E Lesson 20 &21``` | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |


| February 3-7 | G4W6 | Fopic GLesson 27 <br> Objective: <br> Represent and <br> solve division <br> problems with up <br> to a three-digit <br> divident <br> numerically and <br> with number disks- <br> requiring <br> decomposing a <br> remainder in the- <br> hundreds place. | Fopic GLesson 28 Objective:Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 numerically. Lesson 29: Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing aremainder up to three times. | Fopic G Lesson 30 Objective: Solve division problems with a zero in the dividend of with azero in the quotient. | Topic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic G Lesson 26 Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| February 10-14 | G4W6 | Topic H Lesson 35 Objective: Multiply two-digit multiples of 10 by two-digit numbers using thearea modet. | Topic H Lesson 36 Objective: Multiply two-digit by twodigit numbers using four partial products. |  | Fopic HLesson 38 Objective:Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Gommon Assessment | M3: 3138 |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| January 20-24 | G4W3 | No-schoot | Fopic Lesson 12 Objective: Solve two-step word problems, including multiplicativecomparison. | Fopic - <br> Lesson 13 <br> Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Topic E Lesson 14 Objective: Solve division word problems with remainders. | Fopic E Lesson 15 Objective: Understand and solve division problems with aremainder using the array and areamodels. | M3: 11-16 |


|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 <br> Objective: Explain remainders by using place value understanding and models. | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C4W6 | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |
| February 3-7 | G4N6 | Fopic GLesson 27 <br> Objective:- <br> Represent and solve division problems with up to a three-digit dividend numerically and with number disks requiring decomposing a remainder in thehundreds place. | Topic G Lesson 28 Objective: <br> Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 <br> numerically. <br> Lesson 29: <br> Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing a remainder up to three times. | Fopic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with azero in thequotient. | Fopic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic $G$ Lesson 26 Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |
| February 10-14 | C4W6 | Fopic HLesson 35 Objective: Multiply two-digit multiplesof 10 by two-digit numbers using the area model. | Fopic HLesson 36 Objective: Multiply two-digit by twodigit numbers using four partial products. |  | Fopic HLesson 38 Objective: Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Common Assessment | M3: 3138 |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |


| January 20-24 | C4W3 | No school | Fopic Lesson 12 Objective: Solve-two-step word problems, including multiplicativecomparison. | Fopic Lesson 13 Objective: Usemultiplication, addition, of subtraction to solve multi-step word problems. | Fopic ELesson 14 Objective: Solve division word problems with remainders. | Fopic ELesson 15 Objective:Understand and solve division problems with a remainder using the array and area models. | M3: 11-16 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ |  |
|  | C4W6 | Topic E Lesson 20 \& 21 | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |
| February 3-7 | G4W6 | Topic G Lesson 27 <br> Objective: <br> Represent and solve division problems with up to a three-digit dividend numerically and with number disksrequiring decomposing a remainder in thehundreds place. | Fopic G Lessen 28 <br> Objective:- <br> Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 numerically. Lesson 29: Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5, decomposing aremainder up to three times. | Fopic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with azero in the quotient. | Fopic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic G <br> Lesson 26 <br> Objective: Divide- <br> multiples of 10 , <br> 100 , and 1,000 by <br> single-digit <br> numbers. |


| February 10-14 | C4W6 | Fopic HLesson 35 Objective: Mulliply two-digit multiples of 10 by two-digit numbers using the area model. | Fopic H Lesson 36 Objective: Mulltiply two-digit by twodigit numbersusing four partial products. |  | Fopic HLessen 38 <br> Objective: <br> Transition from four partial products to thestandard algorithm for two-digit by two-digit multiplication. | Common Assessment | M3: 3138 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| January 20-24 | C4W3 | No school | Fopic Lesson 12 Objective: Solve two-step word problems, including multiplicative comparison. | Fopic D Lesson 13 Objective: Use multiplication, addition, of subtraction to solve multi-step word problems. | Fopic E Lesson 14 Objective: Solvedivision word problems with remainders. | Fopic ELesson 15 <br> Objective:Understand and solve division problems with a remainder using the array and area models. | M3: 11-16 |
|  | C4W5 | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Topic E Lesson 18 Objective: Find whole number quotients and remainders. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Lesson 19 Objective: Explain remainders by using place value understanding and models. | Topic E Lesson 20 $\& 21$ |  |
|  | C4W6 | ```Topic E Lesson 20 &21``` | $\begin{aligned} & \text { Topic E Lesson } 20 \\ & \& 21 \end{aligned}$ | Lesson 26 | Lesson 26 | Assess Division |  |


| February 3-7 | 64W6 | Fopic GLesson 27 <br> Objective: <br> Represent and solve division problems with up to a three-digit dividendnumerically and with number disks requiring decomposing a remainder in thehundreds place. | Fopic G Lesson 28 <br> Objective: <br> Represent and solve three-digit dividend division with divisors of 2 , 3,4 , and 5 <br> numerically. <br> Lesson 29: <br> Represent numerically fourdigit dividend division with divisors of $2,3,4$, and 5 , decomposing a remainder up to three times. | Fopic G Lesson 30 Objective: Solvedivision problems with a zero in the dividend or with a zero in the quotient. | Topic G Lesson 33 Objective: Explain the connection of the area model of division to the long division algorithm for three- and fourdigit dividends. | Fopic HLesson 34 Objective: Multiply two-digit multiples of 10 by two-digit numbers using a place value chart. | Fopic G <br> Lesson 26 <br> Objective: Dividemultiples of 10 , 100 , and 1,000 by single-digit numbers. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| February 10-14 | 64W6 | Topic H Lesson 35 Objective: Multiply two-digit multiples of 10 by two-digit numbers using the area model. | Topic H Lesson 36 Objective: Multiply two-digit by twodigit numbers using four partial products. |  | Fopic HLesson 38 Objective: <br> Transition from four partial products to the standard algorithm for two-digit by two-digit multiplication. | Gommon Assessment | A3: 3138 |


| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| February 17-21 | C5W1 | No School | Lesson 26 Sevova | Lesson 26 | Lesson 27 \& 28 Add Zeros Cole | Lesson 27 \& 28 Add Zeros |  |
| February 24-28 | C5W2 | Shapes | Angles | NO School | Fractions | Adding Decimals |  |
| March 3-7 | ISAT C5W3 | Money | Addition/Subtractior | Time | Probability | Multiplication/Divsio |  |
| March 10-14 | C5W4 | M5L1\&2-Cole | M5L3-Sevova | M5L4-Cole | M5L5-Sevova | M5L6-Cole | Fractions |
| March 17-21 | C5W5 | M5L7 Sevova | Institute | M5L8 Sevova | M5L9 Cole | M5L10 Cole | Fractions |
| March 24-28 | C5W6 | M5L11 Sevova | M5L12 \& 13-Cole | M5L12 \& 13 | Review-Both | Assessment-Both | Fractions |
| Spring Break |  |  |  |  |  |  |  |


| Dates | Week | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Goal |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| April 7-11 | C6W1 | M5L14 \& 15 Cole | M5L14 \& 15-Cole | M5L 16\&17Sevova | M5L 16\&17Sevova | M5 L20\&21-Cole | Skip 20/21 and continue 16/17 on Day 5 |
| April 14-18 | C6W2 | M5L22 Sevova | M5L24 Cole | M5L25 Sevova | M5L26 Cole | M5L28 Sevova |  |
| April 21-25 | C6W3 | M5L29 Cole | M5 30 \& 32 Sevova | M5 L31 \& 34 Cole | Review | Asses |  |
| April 28-May 2 | C6W4 Module 6Decimals | M6 L4 | M6L5 | M6L6 | M6 L9 | M6 L10 |  |
| May 5-May 9 | C6W5 Module 6Decimals | Decimals Brookfield Zoo | M6L11 | HALF DAY BOB @am | Review and Add Symmetry | CA Cycle 6 | Symmetry CFA again |
| May 12-16 | C6W6 | Wrap Up \& Assess | Wrap Up \& Assess | Wrap Up \& Assess | Wrap Up \& Assess | Wrap Up \& Assess |  |


[^0]:    End-of-Module Assessment: Topics A-H (review 1 day, assessment $1 / 2$ day, return $1 / 2$ day, remediation or further application 1 day) CFA Cycle 5 week of $3 / 24 / 14$

