

**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

Marking Period:	One	Unit Title:	Place Value, Addition, and Subtraction to the One Million	Pacing:	14 days
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Unit Summary: In this unit, students will use place value to compare, add, subtract, and estimate with whole numbers.

Objectives:

SWBAT use models to show place value of numbers through 1,000,000.
SWBAT use the strategy draw a diagram to solve comparison problems.

SWBAT read and write whole numbers through 99,999.

SWBAT compare and order whole numbers.

SWBAT round whole numbers
SWBAT add and subtract whole numbers.

Essential Questions: How can you describe the value of a digit? How can you read and write numbers through hundred thousands? How can you compare and order numbers? How can you round numbers? How can you rename a whole number? How can you

add and subtract whole numbers? How can you use the strategy draw a diagram to solve comparison problems with addition and subtraction? What strategies can a use to solve a problem?

Common Core State Standards/Learning Targets: 4.NBT.A.1, 4.NBT.A.2, 4.NBT.A.3, 4.NBT.B.4

Other standards covered: [8.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 1.1- Model Place Value Relationships Lesson 1.2- Read and Write Numbers Lesson 1.3- Compare and Order Numbers Lesson 1.4- Round Numbers Lesson 1.5- Investigate-Rename Numbers Lesson 1.6- Add Whole Numbers Lesson 1.7- Subtract Whole Numbers Lesson 1.8- Problem Solving-Comparison Problems with Addition and Subtraction	Go Math Teacher Edition Chapter 1	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● Chrome Book

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: <i>place value</i> <i>addition</i> <i>subtraction</i> <i>rounding</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development

<ul style="list-style-type: none"> • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. 	<p>teacher/paraprofessional as available</p> <ul style="list-style-type: none"> • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Utilize auditory reminders as deemed necessary.
- Provide breaks to allow for refocusing as necessary.
- Establish a consistent and daily routine.

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**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Multiply 2-Digit Numbers	Pacing:	14 days
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Unit Summary: Students will learn strategies to multiply by 1-digit numbers.

Objectives:

SWBAT multiply tens, hundred, and thousands by whole numbers through 10.
SWBAT estimate products by rounding.

SWBAT use a variety of strategies and models to multiply by 1-digit numbers.
SWBAT solve multiplication comparison and multistep problems.

Essential Questions: How can you model multiplication comparisons? How does a model help you solve a comparison problem? How does understanding place value help you multiply tens, hundreds, and thousands? How can you estimate products by rounding and determine if exact answers are reasonable? How can you use the Distributive Property to multiply a 2-digit number by a 1-digit number? How can you use expanded form to multiply a multidigit number by a 1-digit number? How can you use place value and partial products to multiply by a 1-digit number? How can you use mental math and properties to help you multiply numbers? When can you use the draw a diagram strategy to solve a multistep multiplication problem? How can you use regrouping to

multiply? How can you represent and solve multistep problems using equations?

Common Core State Standards/Learning Targets: 4.OA.A.1, 4.OA.A.2, 4.OA.A.3, 4.NBT.B.5

Other standards covered: 8.1, 4-ESS3-1, 4-ESS3-2, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 2.1-Algebra- Multiplication Comparisons Lesson 2.2- Algebra- Comparison Problems Lesson 2.3- Multiply Tens, Hundreds, and Thousands Lesson 2.4- Estimate Products Lesson 2.5- Investigate- Multiply Using the Distributive Property Lesson 2.6- Multiply Using Expanded Form Lesson 2.7- Multiply Using Partial Products Lesson 2.8- Multiply Using Mental Math Lesson 2.9- Problem Solving- Multistep Multiplication Problems Lesson 2.10- Multiply 2-Digit	Go Math Teacher Edition Chapter 2	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none">• Smart Board Applications• Google Applications• Go Math Interactive Edition• Chrome Book

<p>Numbers with Regrouping Lesson 2.11- Multiply 3-Digit and 4-Digit numbers with regrouping Lesson 2.12- Algebra- Solve Multistep Problems Using Equations</p>			
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<p align="center">Formative Assessment Plan</p>	<p align="center">Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: <i>multiply 2,3,4 digit numbers by 1 digit</i> <i>use mental math to multiply</i> <i>estimate products</i> <i>distributive property of multiplication</i></p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">• Create rubrics/allow students to assist with task, so that all are aware of expectations.• Create modified assessments.• Allow students to utilize online books, when available, to listen to oral recorded reading.• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	1	Unit Title:	Multiply 2-Digit Numbers	Pacing:	14 days
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Unit Summary: Students will develop strategies to multiply 2-digit numbers.

Objectives:

SWBAT use place value and multiplication properties to multiply by tens.

SWBAT estimate products by rounding or by using compatible numbers.

SWBAT use area models and partial products to multiply 2-digit numbers.
 SWBAT use place value and partial products to multiply 2-digit numbers.
 SWBAT use regrouping to multiply 2-digit numbers.
 SWBAT choose a method to multiply 2-digit numbers.
 SWBAT use the strategy draw a diagram to solve multi step multiplication word problems.

Essential Questions: What strategies can you use to multiply by tens? What strategies can you use to estimate products? How can you use area models and partial products to multiply 2-digit numbers? How can you use place value and partial products to multiply 2-digit numbers? How can you use regrouping to multiply 2-digit numbers? How can you find and record products of two 2-digit numbers? How can you use the strategy draw a diagram to solve multi step multiplication problems?

Common Core State Standards/Learning Targets: 4.NBT.B.5, 4.OA.A.3

Other standards covered: 8.1, 4-PS3-4, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 3.1- Multiply by Tens Lesson 3.2- Estimate Products Lesson 3.3- Investigate- Area Models and Partial Products Lesson 3.4- Multiply Using Partial Products Lesson 3.5- Multiply with Regrouping Lesson 3.6- Choose a Multiplication	Go Math Teacher Edition Chapter 3	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● Chrome Book ● IXL.com ● Sumdog.com

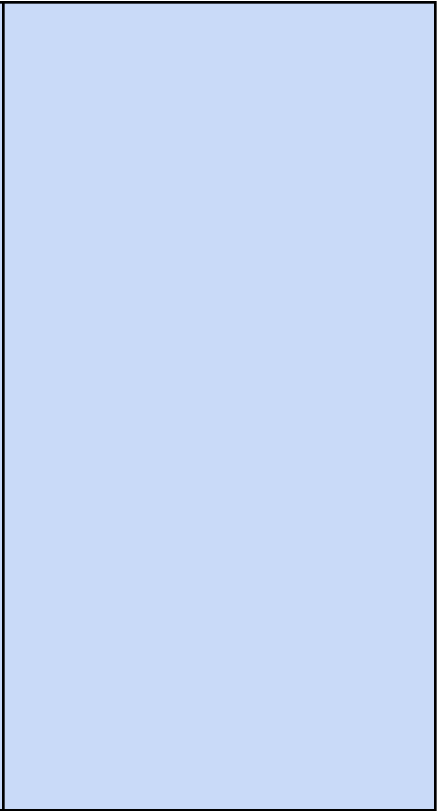
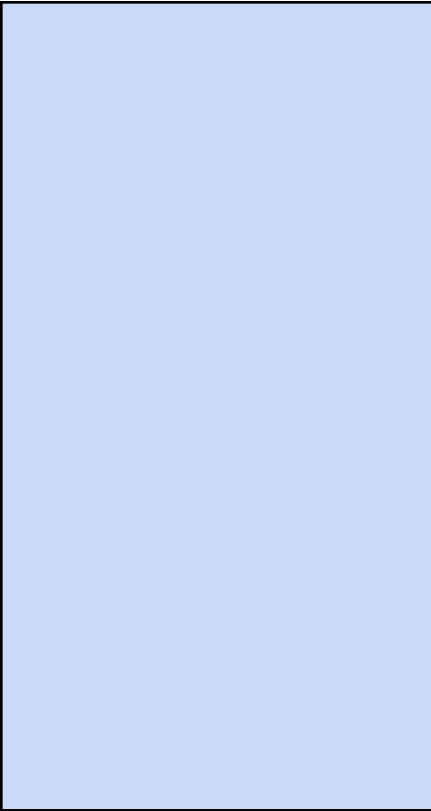
<p>Method Lesson 3.7- Problem Solving- Multiply 2-Digit Numbers</p>			<ul style="list-style-type: none"> • arcademicskillbuilders.com
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Formative Assessment Plan	Summative Assessment Plan
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

- Allow students to utilize online books, when available, to listen to oral recorded reading.
- Provide individualized assistance as necessary.
- Allow for group work (strategically selected) and collaboration as necessary.
- Utilize homework recorder within SIS.
- Allow for copies of notes to be shared out.
- Utilize assistive technology as appropriate.
- Provide meaningful feedback and utilize teachable moments.
- Utilize graphic organizers
- Introduce/review study skills
- Provide reading material at or slightly above students' reading levels.
- Utilize manipulatives as necessary.
- Establish a consistent and daily routine



**Quinton Township School District
Math
Grade 4
Pacing Chart/Curriculum MAP**

Marking Period:	2	Unit Title:	Divide by 1-Digit Numbers	Pacing:	14 days
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Unit Summary: Students will develop strategies to divide by 1-digit numbers.

Objectives:

- SWBAT use multiples to estimate quotients.
- SWBAT use models to divide whole numbers that do not divide evenly.
- SWBAT use remainders to solve division problems.
- SWBAT divide tens, hundreds, and thousands by whole numbers through 10.
- SWBAT use compatible numbers to estimate quotients.
- SWBAT use the Distributive Property to find quotients.
- SWBAT use repeated subtraction and multiples to find quotients.

SWBAT use partial quotients to divide.
 SWBAT use base-ten blocks to model division and regrouping.
 SWBAT use place value to determine where to place the first digit of a quotient.
 SWBAT divide multi digit numbers by 1-digit divisors.
 SWBAT solve problems by using the strategy draw a diagram.

Essential Questions: How can you use multiples to estimate quotients? How can you use models to divide whole numbers that do not divide evenly? How can you use remainders in division problems? How can you divide numbers through thousands by whole numbers through 10? How can you use compatible numbers to estimate quotients? How can you use the Distributive Property to find quotients? How can you use repeated subtraction and multiples to find quotients? How can you use partial quotients to divide by 1-digit divisors? How can you use base-ten blocks to model division with regrouping? How can you use place value to know where to place the first digit in the quotient? How can you divide multi digit numbers and check your answers? How can you use the strategy draw a diagram to solve multi step division problems?

Common Core State Standards/Learning Targets: 4.NBT.B.6, 4.OA.A.3

Other standards covered: [8.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 4.1-Estimate Quotients Using Multiples Lesson 4.2- Investigate Remainders Lesson 4.3- Interpret the Remainder Lesson 4.4- Divide Tens, Hundreds,	Go Math Teacher Edition Chapter 4	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Go Math Interactive Edition

<p>and Thousands</p> <p>Lesson 4.5- Estimate Quotients Using Compatible Numbers</p> <p>Lesson 4.6- Investigate- Division and the Distributive Property</p> <p>Lesson 4.7-Investigate-Divide Using Repeated Subtraction</p> <p>Lesson 4.8- Divide Using Partial Quotients</p> <p>Lesson 4.9- Investigate- Model Division with Regrouping</p> <p>Lesson 4.10-Place the First Digit</p> <p>Lesson 4.11- Divide by 1-Digit Numbers</p> <p>Lesson 4.12- Problem Solving-Multi step Division Problems</p>			<ul style="list-style-type: none"> ● Chrome Book ● IXL.com ● Sumdog.com ● academicskillbuilders.com
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: <i>multiple strategies to divide</i> <i>interpret remainders</i> <i>estimate division problems</i> <i>use the Distributive Property</i></p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
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<p>instruction.</p> <ul style="list-style-type: none"> • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. 	<ul style="list-style-type: none"> • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none">• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Factors, Multiples, and Patterns	Pacing:	14 days
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Unit Summary: Students will find facts and multiples, and generate and describe number patterns.

Objectives:

SWBAT find all factors of a number by using models.

SWBAT determine whether a number is a factor of a given number.

SWBAT solve problems by using the strategy make a list.

SWBAT understand the relationship between factors and multiples, and determine whether a number is a multiple of a given number.

SWBAT determine whether a number is prime or composite.

SWBAT generate a number pattern and describe features of the pattern.

Essential Questions: How can you use models to find factors? How can you tell whether one number is a factor or another number? How can you use the make a list strategy to solve problems with common factors? How are factors and multiples related? How can you tell whether a number is prime or composite? How can you make and describe patterns?

Common Core State Standards/Learning Targets: 4.OA.B.4, 4.OA.C.5

Other standards covered: 8.1, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 5.1- Model Factors Lesson 5.2-Factors and Divisibility Lesson 5.3-Problem Solving/Common Factors Lesson 5.4- Factors and Multiples Lesson 5.5-Prime and Composite Numbers Lesson 5.6-Algebra- Number Patterns	Go Math Teacher Edition Chapter 5	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● Chrome Book ● IXL.com ● Sumdog.com ● arcademicskillbuilders.com

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: finding factors and multiples prime and composite numbers common factors number patterns</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information

<ul style="list-style-type: none"> • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers 	<p>to drive instruction</p> <ul style="list-style-type: none"> • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>encourage good behavior and completion of work.</p> <ul style="list-style-type: none"> • Establish a consistent and daily routine. 	<p>and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none"> • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	2	Unit Title:	Fraction and Equivalence Comparison	Pacing:	14 days
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Unit Summary: Students will learn strategies to compare fractions and write equivalent fractions.

Objectives:

SWBAT use models to show equivalent fractions.

SWBAT use multiplication to generate equivalent fractions.

SWBAT write and identify equivalent fractions in simplest form.

SWBAT use equivalent fractions to represent a pair of fractions as fractions with a common denominator.

SWBAT use the strategy make a table to solve problems using equivalent fractions.

SWBAT compare fractions using benchmarks.

SWBAT compare fractions by first writing them as fractions with a common numerator or a common denominator.

SWBAT compare and order fractions.

Essential Questions: How can you use models to show equivalent fractions? How can you use multiplication to find equivalent fractions? How can you write a fraction as an equivalent fraction in simplest form? How can you write a pair of fractions as fractions with a common denominator? How can you use the strategy make a table to solve problems using equivalent fractions? How can you use benchmarks to compare fractions? How can you compare and order fractions?

Common Core State Standards/Learning Targets: 4.NF.A.1, 4.NF.A.2

Other standards covered: 8.1, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 6.1-Investigate-Equivalent Fractions Lesson 6.2-Generate Equivalent	Go Math Teacher Edition Chapter 6	Teacher Edition student workbooks student notebooks	<ul style="list-style-type: none"> • Smart Board Applications • Google

<p>Fractions Lesson 6.3-Simplest Form Lesson 6.4-Common Denominators Lesson 6.5-Problem Solving-Find Equivalent Fractions Lesson 6.6-Compare Fractions Using Benchmarks Lesson 6.7-Compare Fractions Lesson 6.8-Compare and Order Fractions</p>		<p>whiteboards/markers</p>	<p>Applications</p> <ul style="list-style-type: none"> ● Go Math Interactive Edition ● Chrome Book ● IXL.com ● Sumdog.com ● arcademicskillbuilders.com
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<p style="text-align: center;">Formative Assessment Plan</p>	<p style="text-align: center;">Summative Assessment Plan</p>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: equivalent fractions compare and order fractions</p>

simplify fractions
find common denominators

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's

<p>to assist students' understanding of instructional texts.</p> <ul style="list-style-type: none"> • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Establish a consistent and daily routine 		<p>relationships with people, societal institutions, nature and culture.</p> <ul style="list-style-type: none"> • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Add and Subtract Fractions	Pacing:	14 days
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Unit Summary: Students will add or subtract fractions with the same denominator.

Objectives:

- SWBAT understand that to add or subtract fractions they must refer to parts of the same whole.
- SWBAT decompose a fraction by writing it as a sum of fractions with the same denominator.
- SWBAT use models to represent and find sums involving fractions.
- SWBAT use models to represent and find differences involving fractions.

SWBAT solve word problems involving addition and subtraction with fractions.
 SWBAT write fractions greater than 1 as mixed numbers and write mixed numbers as fractions greater than 1.
 SWBAT add and subtract mixed numbers.
 SWBAT rename mixed numbers to subtract.
 SWBAT use the properties of addition to add fractions.
 SWBT use the strategy act it out to solve multi step fraction problems.

Essential Questions: When can you add or subtract parts of a whole? How can you write a fraction as a sum of fractions with the same denominators? How can you add fractions with like denominators using models? How can you subtract fractions with like denominators using models? How can you add and subtract fractions with like denominators? How can you rename mixed numbers as fractions greater than 1 and rename fractions greater than 1 as mixed numbers? How can you add and subtract mixed numbers with like denominators? How can you rename a mixed number to help you subtract? How can you add fractions with like denominators using the properties of addition? How can you use the strategy act it out to solve multistep problems with fractions?

Common Core State Standards/Learning Targets: 4.NF.B.3.a, 4.NF.B.3b, 4.NF.B.3c, 4.NF.B.3d

Other standards covered: [8.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 7.1-Investigate-Add and Subtract Parts of a Whole Lesson 7.2-Write Fractions as Sums Lesson 7.3-Add Fractions Using Models	Go Math Teacher Edition Chapter 7	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • Go Math Interactive Edition

<p>Lesson 7.4-Subtract Fractions Using Models</p> <p>Lesson 7.5-Add and Subtract Fractions</p> <p>Lesson 7.6-Rename Fractions and Mixed Numbers</p> <p>Lesson 7.7-Add and Subtract Mixed Numbers</p> <p>Lesson 7.8-Subtracting with Renaming</p> <p>Lesson 7.9-Algebra-Fractions and Properties of Addition</p> <p>Lesson 7.10-Problem Solving-Multistep Fraction Problems</p>			<ul style="list-style-type: none"> ● Chrome Book ● IXL.com ● Sumdog.com ● arcademyskillbuilders.com
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Formative Assessment Plan	Summative Assessment Plan

<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p>
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Lesson Quick Check
Mid-Chapter Checkpoint
Digital Personal Math Trainer
IXL.com

Chapter Review
Chapter Test
Digital Personal Math Trainer

Suggested skills to be assessed:
add and subtract fractions using models
rename fractions as mixed numbers and mixed numbers as fractions
solve multistep word problems

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing

<p>components</p> <ul style="list-style-type: none"> • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills 	<ul style="list-style-type: none"> • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>completion of work.</p> <ul style="list-style-type: none"> • Establish a consistent and daily routine. 	<p>in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none"> • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Multiply Fractions by Whole Numbers	Pacing:	14 days
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Unit Summary: Students will learn how to multiply fractions by whole numbers.

Objectives:

SWBAT write fraction as a product of a whole number and a unit fraction.

SWBAT write a product of a whole number and a fraction as a product of a whole number and a unit fraction.

SWBAT use a model to multiply a fraction by a whole number.

SWBAT multiply a fraction by a whole number to solve a problem.
 SWBAT use the strategy draw a diagram to solve comparison problems with fractions.

Essential Questions: How can you write a fraction as a product of a whole number and a unit fraction? How can you write a product of a whole number and a fraction as a product of a whole number and a unit fraction? How can you use a model to multiply a fraction by a whole number? How can you multiply a fraction by a whole number to solve a problem? How can you use the strategy draw a diagram to solve comparison problems with fractions?

Common Core State Standards/Learning Targets: 4.NF.B.4a, 4.NF.B.4b, 4.NF.B.4c

Other standards covered: [8.1](#), [9.2.4.A.4](#)

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
8.1- Multiples of Unit Fractions 8.2-Multiples of Fractions 8.3-Multiply a Fraction by a Whole Number Using Models 8.4-Multiply a Fraction or Mixed Number by a Whole Number 8.5-Problem Solving-Comparison Problems with Fractions	Go Math Teacher Edition Chapter 8	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● Chrome Book ● IXL.com ● Sumdog.com ● academicskillbuilders.com

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: find multiples of unit fractions and fractions use models to multiply fractions by whole numbers multiply mixed numbers by whole numbers word problems</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study

<ul style="list-style-type: none"> • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and 	<p>Dictionary for use</p> <ul style="list-style-type: none"> • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>services</p> <ul style="list-style-type: none"> • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>of major ideas and problems through Compacting.</p> <ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none"> collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 			
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**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	3	Unit Title:	Relate Fractions and Decimals	Pacing:	14 days
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Unit Summary: Students will record decimal notations for fractions and compare decimal fractions.

Objectives:

- SWBAT record tenths as fractions and as decimals.
- SWBAT record hundredths as fraction and as decimals.
- SWBAT record tenths and hundredths as fractions and decimals.
- SWBAT translate among representations of fractions, decimals, and money.
- SWBAT solve problems by using the strategy act it out.
- SWBAT add fractions when the denominators are 10 or 100.
- SWBAT compare decimals to hundredths by reasoning about their size.

Essential Questions: How can you record tenths as fractions and decimals? How can you record hundredths as fractions and decimals? How can you relate fractions, decimals, and money? How can you use the strategy act it out to solve problems that use money? How can you add fractions when the denominators are 10 or 100? How can you compare decimals?

Common Core State Standards/Learning Targets: 4.NF.C.5, 4.NF.C.6, 4.MD.A.2, 4.NF.C.7

Other standards covered: 8.1, 4-ESS2-1, 4-ESS2-2, 9.1.4.E.1, 9.1.4.E.2, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 91.- Relate Tenths and Decimals Lesson 9.2- Relate Hundredths and	Go Math Teacher Edition Chapter 9	Teacher Edition student workbooks student notebooks	<ul style="list-style-type: none">• Smart Board Applications• Google Applications

<p>Decimals Lesson 9.3- Equivalent Fractions and Decimals Lesson 9.4-Relate Fractions, Decimals, and Money Lesson 9.5-Problem Solving-Money Lesson 9.6-Add Fractional Parts of 10 and 100 Lesson 9.7-Compare Decimals</p>		<p>whiteboards/markers</p>	<ul style="list-style-type: none"> ● Go Math Interactive Edition ● Chrome Book ● IXL.com ● Sumdog.com ● arcademicskillbuilders.com
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: converting decimals, fractions, and money comparing/ordering decimals adding fractions with denominators of 10 and 100</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated

<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none">● Create rubrics/allow students to assist with task, so that all are aware of expectations.● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent and daily routine			<p>Mathematics 7 (7th grade) and Algebra 1 (8th grade).</p>
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**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Two-Dimensional Figures	Pacing:	14 days
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Unit Summary: Students will draw and identify lines and angles, and classify shapes.

Objectives:

- SWBAT identify and draw points, lines, line segments, rays, and angles.
- SWBAT classify triangles by the size of their angles.
- SWBAT identify and draw parallel lines and perpendicular lines.
- SWBAT sort and classify quadrilaterals.
- SWBAT determine whether a figure has a line of symmetry.
- SWBAT identify and draw lines of symmetry in two-dimensional figures.
- SWBAT use the strategy act it out to solve pattern problems.

Essential Questions: How can you identify and draw points, lines, line segments, rays, and angles? How can you classify triangles by the size of their angles? How can you identify and draw parallel lines and perpendicular lines? How can you sort and classify quadrilaterals? How can you check if a shape has line symmetry? How do you find lines of symmetry? How can you use the strategy act it out to solve pattern problems?

Common Core State Standards/Learning Targets: 4.G.A.1, 4.G.A.2, 4.G.A.3, 4.OA.A.5

Other standards covered: 8.1, 4-LS1-1, 4-PS4-1, 4-PS4-2, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
10.1- Lines, Rays, and Angles 10.2- Classify Triangles by Angles 10.3- Parallel Lines and Perpendicular Lines 10.4- Classify Quadrilaterals 10.5- Line Symmetry 10.6- Find and Draw Lines of Symmetry 10.7- Problem Solving-Shape Patterns	Go Math Teacher Edition Chapter 10	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● Chrome Book ● IXL.com ● Sumdog.com ● academicskillbuilders.com

Formative Assessment Plan	Summative Assessment Plan
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: classifying angles and triangles drawing and identifying lines, line segments, rays, perpendicular lines, intersecting lines, and parallel lines</p>
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing

<ul style="list-style-type: none"> • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable 	<ul style="list-style-type: none"> • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>and RS Plan.</p> <ul style="list-style-type: none"> • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<p>knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</p> <ul style="list-style-type: none"> • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<p>moments.</p> <ul style="list-style-type: none">• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Angles	Pacing:	14 days
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Unit Summary: Students will measure angles and solve problems involving angle measures.

Objectives:

SWBAT relate angles and fractional parts of a circle.

SWBAT relate degrees to fractional parts of a circle by understanding that an angle that measures n degrees turns through $n/360$ of a circle.

SWBAT use a protractor to measure an angle and draw an angle with a given measure.

SWBAT determine the measure of an angle separated into parts.

SWBAT use the strategy draw a diagram to solve angle measurement problems.

Essential Questions: How can you relate angles and fractional parts of a circle? How are degrees related to fractional parts of a circle? How can you use a protractor to measure and draw angles? How can you determine the measure of an angle separated into parts? How can you use the strategy draw a diagram to solve angle measurement problems?

Common Core State Standards/Learning Targets: 4.MD.C.5a, 4.MD.C.5.b, 4.MD.C.6, 4.MD.C.7

Other standards covered: 8.1, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 11.1- Investigate-Angles and Fractional Parts of a Circle Lesson 11.2-Degrees Lesson 11.3-Measure and Draw Angles Lesson 11.4-Investigate-Join and Separate Angles Lesson 11.5-Problem Solving-Unknown Angle Measures	Go Math Teacher Edition Chapter 11	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● Chrome Book ● IXL.com ● Sumdog.com ● arcademicskillbuilders.com

<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: drawing and measuring angles</p>
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determining the measure of an angle when one measure is missing
 angle measurement word problems

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth.

<ul style="list-style-type: none"> • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • recommendations • Establish a consistent and daily routine 		<ul style="list-style-type: none"> • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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**Quinton Township School District
Math
Grade 4**

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Relative Size and Measurement Units	Pacing:	13 days
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Unit Summary: Students will use relative size of measurements to solve problems and to generate measurement tables that show a relationship.

Objectives:

- SWBAT use benchmarks to understand the relative sizes of measurement units.
- SWBAT use models to compare customary units of weight, length, and liquid volume.
- SWBAT make and interpret line plots with fractional data.
- SWBAT use models to compare metric units of length, mass, liquid volume, and time.
- SWBAT use the strategy draw a diagram to solve elapsed time problems.
- SWBAT solve problems involving mixed measures.
- SWBAT use patterns to write number pairs for measurement units.

Essential Questions: How can you use benchmarks to understand the relative sizes of measurement units? How can you use models to compare customary units of length, weight, and liquid volume? How can you make and interpret line plots with

fractional data? How can you use models to compare metric units of length, liquid volume, time, and mass? How can you use the strategy draw a diagram to solve elapsed time problems? How can you solve problems involving mixed measures? How can you use patterns to write number pairs for measurement units?

Common Core State Standards/Learning Targets: 4.MD.A.1, 4.MD.A.2, 4.MD.B.4

Other standards covered: 8.1, 4-ESS2-1, 4-ESS2-2, 4-ESS1-1, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 12.1-Measurement Benchmarks Lesson 12.2-Customary Units of Length Lesson 12.3-Customary Units of Weight Lesson 12.4-Customary Units of Liquid Volume Lesson 12.5-Line Plots Lesson 12.6-Investigate-Metric Units of Length Lesson 12.7-Metric Units of Mass and Liquid Volume Lesson 12.8-Units of Time Lesson 12.9-Problem Solving-Elapsed Time	Go Math Teacher Edition Chapter 12	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● Chrome Book ● IXL.com ● Sumdog.com ● academicskillbuilders.com

Lesson 12.10-Mixed Measures Lesson 12.11-Algebra-Patterns in Measurement Units			
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: measurement benchmarks customary units of length, weight, liquid volume line plots metric units of length, mass, liquid volume, time</p>

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

<p>assessments.</p> <ul style="list-style-type: none"> ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized assistance as necessary. ● Allow for group work (strategically selected) and collaboration as necessary. ● Utilize homework recorder within SIS. ● Allow for copies of notes to be shared out. ● Utilize assistive technology as appropriate. ● Provide meaningful feedback and utilize teachable moments. ● Utilize graphic organizers ● Introduce/review study skills ● Provide reading material at or slightly above students' reading levels. ● Utilize manipulatives as necessary. ● Establish a consistent and daily routine 			
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**Quinton Township School District
Math**

Grade 4

Pacing Chart/Curriculum MAP

Marking Period:	4	Unit Title:	Algebra-Perimeter and Area	Pacing:	13 days
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Unit Summary: Students will use formulas to find perimeter and area of various shapes.

Objectives:

SWBAT use a formula to find the perimeter of a rectangle.

SWBAT use a formula to find the area of a rectangle.

SWBAT find the area of combined rectangles.

SWBAT, given perimeter or area, find the unknown measure of a side of a rectangle.

SWBAT use the strategy solve a simpler problem to solve area problems.

Essential Questions: How can you use a formula to find the perimeter of a rectangle? How can you use a formula to find the area of a rectangle? How can you find the area of combined rectangles? How can you find an unknown measure of a rectangle given its area or perimeter? How can you use the strategy solve a simpler problem to solve area problems?

Common Core State Standards/Learning Targets: 4.MD.A.3

Other standards covered: 8.1, 9.2.4.A.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Lesson 13.1-Perimeter Lesson 13.2-Area Lesson 13.3-Area of Combined Rectangles Lesson 13.4-Find Unknown Measures Lesson 13.5-Problem Solving-Find the Area	Go Math Teacher Edition Chapter 13	Teacher Edition student workbooks student notebooks whiteboards/markers	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Math Interactive Edition ● Chrome Book ● IXL.com ● Sumdogg.com ● arcademicskillbuilders.com

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Lesson Quick Check Mid-Chapter Checkpoint Digital Personal Math Trainer IXL.com</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: <i>Chapter Review</i> <i>Chapter Test</i> <i>Digital Personal Math Trainer</i></p> <p>Suggested skills to be assessed: finding the area and perimeter of rectangles</p>

find the unknown measure given the area or perimeter

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's

<p>to assist students' understanding of instructional texts.</p> <ul style="list-style-type: none"> • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • Establish a consistent and daily routine 		<p>relationships with people, societal institutions, nature and culture.</p> <ul style="list-style-type: none"> • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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